



Monday, May 4, 2020
REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see
"IMPORTANT MESSAGE REGARDING THIS MEETING"

YCS Board of Education Meeting | Meeting will be held electronically via Google Hangouts in accordance with Governor Gretchen Whitmer's Executive Order 2020-48 (COVID-19)
1885 Packard Road | Ypsilanti, MI 48197 | 734.221.1230 | 6:30 p.m.

1. IMPORTANT MESSAGE REGARDING THIS MEETING; See Board Packet Details

Subject	A. Electronic Meeting (via Google Hangouts) In Accordance with Governor Whitmer's Executive Order 2020-48 (COVID-19)
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	1. IMPORTANT MESSAGE REGARDING THIS MEETING; See Board Packet Details
Access	Public
Type	Information
Goals	3. Consistent & Reliable Core District Processes & Systems 4. Proactive Organizational Structures for Community Partnerships

IMPORTANT MESSAGE: This meeting of the Ypsilanti Community Schools Board of Education will proceed electronically in accordance with Governor Gretchen Whitmer's Executive Order 2020-48 (COVID-19).

If participants do not have technology access, please contact our Director of Technology Nik Jackson for accommodation: techdirector@ycschools.us.

Public viewers please use the following link to watch the live stream:

- View only live stream link for public: https://bit.ly/YCS_BOE_Stream

When asked to log in from the link above, members of the public should pick a two-digit number between 00 and 99, and log in using one of the accounts created for this purpose:

- Usernames: public00@ycschools.us through public99@ycschools.us
- Password: ycspublic

The public can register their attendance at the following link. If they would like to ask a question or make a public comment to the Board, there is a place for that, as well:

- Live form: http://bit.ly/YCS_BOE_Comments
- Call in to speak during public comments time: **734-221-1204**

As public comments come in, they will be collected in the order received in the following spreadsheet. Board and Cabinet are the only ones with access:

- Formatted Public Comments: https://bit.ly/YCS_BOE_FormattedComments
- Sheet Collecting Attendance and Comments: http://bit.ly/YCS_BOE_PublicCommentsCollected

Subject	B. Electronic Meeting Guidelines
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	1. IMPORTANT MESSAGE REGARDING THIS MEETING; See Board Packet Details
Access	Public

Type

ELECTRONIC MEETING GUIDELINES: Because electronic meetings are new to the Ypsilanti Community School Board of Education, it is appropriate to outline those procedures which may vary from typical meeting procedures.

#1: Board members will be asked to state their name when making motions and seconds for the benefit of the audience.

#2: All votes are urged to be taken by roll call for clarity.

#3: The Chair will strive to recognize Board members by name before they speak. In the event this does not happen, trustees are encouraged to announce their own name or may be reminded to do so.

#4: Audience members will be muted until recognized by the Chair during public comment(s).

#5: People who speak during public comment time will be asked to state their name and topic before speaking.

#6: If there is a closed session in a meeting, it will take place in a separate Google Hangouts session. The regular meeting will remain open until the Board returns from closed session.

#7: Board members must avoid using email, texting, instant messaging and other electronic forms to communicate with each other or with members of the public during the meeting.

2. CALL TO ORDER & ROLL CALL OF BOARD MEMBERS PRESENT: Dr. Celeste Hawkins, Board President

3. PLEDGE OF ALLEGIANCE: Dr. Celeste Hawkins, Board President

4. ACHIEVEMENTS, AWARDS & RECOGNITION

Subject	A. YCHS Photo Student Wins National Photo Competition
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	4. ACHIEVEMENTS, AWARDS & RECOGNITION
Access	Public
Type	Recognition

YCHS photography teacher Nick Azzaro has shared a YCHS 11th grade student won the high school category for the 2020 PDNedu Student Photo Contest, a nationwide photo competition. This competition is sponsored by PDN (Photo District News). Over winter break, Mr. Azzaro submitted the student's photo to the competition; now his photo will be seen on a national platform.

Congratulations to our student. We are Grizzly PROUD!

Link to Award Page, "All Winners":

<https://contest.pdnedu.com/pastwinners/winners/StudentPhotoContest2020/352>

5. ACCEPTANCE OF MEETING AGENDA

Subject	A. Acceptance of Agenda, as Presented
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	5. ACCEPTANCE OF MEETING AGENDA
Access	Public
Type	Action (Consent)
Recommended Action	... MOVE THAT the Board of Education accept the agenda, as presented.
Seeking Board approval of the meeting agenda.	

6. CONTINUITY OF LEARNING PLAN & COVID-19 RESPONSE PLAN: Dr. Carlos Lopez, Assistant Superintendent

Subject	A. Implementation/Update of Plan
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	6. CONTINUITY OF LEARNING PLAN & COVID-19 RESPONSE PLAN: Dr. Carlos Lopez, Assistant Superintendent
Access	Public
Type	
Goals	3. Consistent & Reliable Core District Processes & Systems 4. Proactive Organizational Structures for Community Partnerships

Our Continuity of Learning (COL) and COVID-19 Response Plan was submitted to the Washtenaw ISD on Friday, April 10th. This plan was approved on April 16, 2020 (see attached). This is presented to the Board of Education as our plan. Assistant Superintendent Dr. Carlos Lopez spent time reviewing many staff meeting notes and interviewing staff to develop this plan. We thank the Board of Education and union leadership for providing input. This plan was developed collaboratively with staff; we thank all who provided input and worked on this plan. Moving forward, we will continue to add details over the course of our implementation as we work together with staff. This plan is posted on our website, in accordance with Governor Whitmer's Executive Order 2020-35.

The date to fully implement this plan was April 28, 2020. We were ready and have begun with a phased-in approach.

<p>File Attachments col_response.pdf (850 KB) COL Plan - Board Presentation 2020 4.26.pptx (801 KB)</p>

7. ADOPTION OF BOARD POLICIES & RESOLUTION TO GRANT EMERGENCY POWERS TO SUPERINTENDENT (COVID-19): Alena Zachery-Ross Superintendent

Subject	A. #1: Emergency Paid Sick Leave Act; 2) Emergency Paid Sick Leave Act - Support, and; 3) Resolution to Grant Emergency Powers to Superintendent to Comply with Executive Order 2020-35
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	7. ADOPTION OF BOARD POLICIES & RESOLUTION TO GRANT EMERGENCY POWERS TO SUPERINTENDENT (COVID-19): Alena Zachery-Ross Superintendent
Access	Public

Type

Please see attachment below for background information: 4 - Legal Alert - RE Legal Alert Regarding Executive Order 2020-35. We will seek an approval of these policies and the Resolution to Grant Emergency Powers to the Superintendent to Comply with Executive Order 2020-35 later in this meeting.

File Attachments

4 - Legal Alert -RELegalAlertRegardingExecutiveOrder202035.pdf (7 KB)
 Emergency Paid Sick Leave Act (1).pdf (73 KB)
 Emergency Paid Sick Leave Act - Support (1).pdf (73 KB)
 RESOLUTION Grant Emergency Powers.pdf (729 KB)

8. PRESENTATIONS

Subject	A. Annual Audit Services RFP Bids Received for Services: Priya Nayak, Director of Business/Finance
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	8. PRESENTATIONS
Access	Public
Type	Action

The RFP ad for annual audit services was placed and two bid proposals were received by the April 15, 2020 deadline. The formal bid opening was completed on April 15th. Bids were received from two vendors:

Yeo and Yeo: \$35,100
 Plante Moran: \$41,000

An evaluation of these bids and reference follow ups were completed. It is recommended that the purchase be awarded to Yeo and Yeo based on evaluation of these proposals. We will seek Board approval at this meeting.

File Attachments

Audit RFP Presentation.pptx (1).pdf (1,277 KB)
 Yeo and Yeo - Proposal-Ypsilanti Community Schools.pdf (4,283 KB)
 Plante - Moran Ypsilanti Community Schools - Proposal.pdf (5,283 KB)

Subject	B. Washtenaw ISD Budget Resolution / Support for Budget 2020/21: Priya Nayak, Director of Business/Finance
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Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 8. PRESENTATIONS

Access Public

Type

Resolution Deadline: June 1, 2020

Enclosed is a Washtenaw ISD (WISD) Budget Resolution/Support for Budget. This WISD Budget Resolution is in support of the proposed General Fund budget. June 1st is the deadline for local districts to respond to the WISD General Fund budget. Local district Boards of Education must consider a resolution (either in support, or non-support). A resolution is adopted annually.

The WISD presented information on the WISD Programs and Budgets Review including Local School District Services 2020/21 at a recent Washtenaw Association of School Boards Board of Directors Budget Review meeting.

File Attachments

2020-21 WISD GE Budget for LEAs 4.2020.pdf (150 KB)
 2020-21 WISD SE Budget for LEAs 4.2020.pdf (158 KB)
 WISD Budget Resolution 2020-21 (1).doc (44 KB)
 WISD Proposed Programs and Budgets 2020-21 with Charts Final (5).pptx (6,595 KB)

Subject C. Performance Contract Phase 2 Alternate Bid, HVAC: Aaron Rose, Director of Operations

Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 8. PRESENTATIONS

Access Public

Type

Director of Operations Aaron Rose will present recommendations for HVAC work that is alternate to the base bid presented on March 9, 2020. This is in followup to the March presentation/RFP approval as a clarifying alternative. The attachments below are for review. We are seeking an approval to enter into contracts so this work can be done concurrently with the other project. It was communicated in the March presentation that we would come back to present recommendations under the alternates.

We will seek Board approval at this meeting. Upon approval of the recommendation, Aaron Rose will work with legal counsel to put the information into written form.

File Attachments

YCS SF TEN YEAR UPDATE PLAN1.xlsx - Sheet1 (2) (4).pdf (63 KB)
 Honeywell Revised Scope of Work Matrix 04-13-20 R2 (1) (3).docx (91 KB)
 YCS cash flow 10 years - capital purchase - Energy Savings Project (1) (3).pdf (19 KB)
 YCS BOE Letter for PC Contract Phase2 Alternates1.pdf (1,040 KB)
 YCS PHASE 2 ALTERNATE BID TAB.xlsx (13 KB)

Subject D. Roofing Project Proposal: Aaron Rose, Director of Operations

Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	8. PRESENTATIONS
Access	Public

Type

This is a scheduled project already on the sinking fund schedule. This schedule has been presented to the Board, and this is the next roofing project. We will seek Board approval at this meeting to approve the proposal from Tremco for the 30-year polyurethane restoration of the existing EPDM Perry Early Learning Center roofing section, for an amount of \$200,000.

File Attachments

YCS SF TEN YEAR UPDATE PLAN1.xlsx - Sheet1 (1) (1).pdf (63 KB)
 YCS Perry Roofing Bid Comparison with scope description (1).pdf (30 KB)
 Product Comparison Spreadsheet.pdf (30 KB)
 Bid comparisons for Perry and YCHS (BOE presentation doc. for May 7).pdf (44 KB)

9. PUBLIC COMMENTS #1: Electronic Participation

Subject	A. Guidelines for Public Comment
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	9. PUBLIC COMMENTS #1: Electronic Participation
Access	Public
Type	Information
Goals	2. Positive Culture & Climate 4. Proactive Organizational Structures for Community Partnerships

Public Comment Protocol | Pursuant to Board of Education Policy 0167.3

*The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express their view.

*Please limit statements to three (3) minutes duration.

*Participants shall direct all comments to the Board and not to staff or other participants; no person may address or question Board members individually.

*Remarks shall be made in a respectful and professional manner.

Virtual Public Comment Information:

The public can register their attendance at the following link. If they would like to ask a question or make a public comment to the Board, there is a place for that, as well:

- Live form: http://bit.ly/YCS_BOE_Comments
- They can also call in to speak during public comments time at **734-221-1204**

As public comments come in, they will be collected in the order received in the following spreadsheet. Board and Cabinet are the only ones with access:

- Formatted Public Comments: https://bit.ly/YCS_BOE_FormattedComments
- Sheet Collecting Attendance and Comments: http://bit.ly/YCS_BOE_PublicCommentsCollected

10. CONSENT AGENDA

Subject	A. Consent Agenda, as Presented
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Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 10. CONSENT AGENDA

Access Public

Type Action

Recommended Action ... MOVE THAT the Board of Education approve the:
1) March 23, 2020 Regular Meeting Minutes, and ...
2) personnel matters as per the attached list.

Goals 3. Consistent & Reliable Core District Processes & Systems

We are seeking approval of the following meeting minutes and personnel matters; see attachments below.

File Attachments
 MINUTES 2020 3.23.pdf (1,248 KB)
 HR LIST Public View 2020 5.4.pdf (501 KB)

11. ACTION ITEM: Business/Finance

Subject **A. Grant Award: Washtenaw County Administrator & Board of County Commissioners: Alena Zachery-Ross, Superintendent**

Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 11. ACTION ITEM: Business/Finance

Access Public

Type Action, Recognition

Recommended Action ... MOVE THAT the Board of Education accept a \$30,000 grant from the Washtenaw County Administrator and Board of County Commissioners to support YCS students and families with expanding internet access and other student needs during the COVID-19 pandemic.

Re: Donor, Washtenaw County Administrator and Board of County Commissioners
 Grant Amount: \$30,000 (Received: 4/15/2020)

The Washtenaw County Administrator and Board of County Commissioners have made a generous grant award to Ypsilanti Community Schools (YCS) to expand internet access to YCS families, along with other student needs during the COVID-19 pandemic. This grant will provide and enhance educational opportunities for YCS students and families. Grants provide

educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you to ...
 the **Washtenaw County Administrator and Board of County Commissioners** for
 their support of YCS students, families and education!

Subject	B. Grant Award: Ann Arbor Area Community Foundation, James R. & Anita Horne Jenkins Fund: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	11. ACTION ITEM: Business/Finance
Access	Public
Type	Action, Recognition
Recommended Action	... MOVE THAT the Board of Education accept a \$10,000 grant award from the Ann Arbor Area Community Foundation, James R. and Anita Horne Jenkins Fund to support YCS students and families with the purchase of "at home" school supplies for students during the COVID-19 pandemic.

Re: Donor, Ann Arbor Area Community Foundation (AAACF), James R. & Anita Horne Jenkins Fund
 Grant Amount: \$10,000 (Donation Date: 4/9/2020)

The Ann Arbor Area Community Foundation, James R. & Anita Horne Jenkins Fund has made a generous grant award to Ypsilanti Community Schools (YCS) to purchase "at home" school supplies for students during the COVID-19 pandemic. This grant will provide and enhance educational opportunities for YCS students and families. Grants provide educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you to ...
 the *Ann Arbor Area Community Foundation, James R. & Anita Horne Jenkins Fund*
 for their support and commitment to education and Ypsilanti Community Schools!

Subject **C. Grant Award: Ann Arbor Area Community Foundation: Alena Zachery-Ross, Superintendent**

Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 11. ACTION ITEM: Business/Finance

Access Public

Type Action, Recognition

Recommended Action ... MOVE THAT the Board of Education accept a \$15,000 grant from the Ann Arbor Area Community Foundation to support YCS students and families with broadband access and to support the University of Michigan project during the COVID-19 pandemic.

Re: Donor, Ann Arbor Area Community Foundation (AAACF)
Grant Award: \$15,000 (Received: 4/18/2020)

The Ann Arbor Area Community Foundation has made a generous grant award to Ypsilanti Community Schools (YCS) for broadband access and to support the University of Michigan project for YCS students and families during the COVID-19 pandemic. This grant will provide and enhance educational opportunities for YCS students and families. Grants provide educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you, Ann Arbor Area Community Foundation ...
You truly are making a difference for YCS students and families, and we are extremely grateful!

Subject **D. Donation: Game Above: Alena Zachery-Ross, Superintendent**

Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 11. ACTION ITEM: Business/Finance

Access Public

Type Action, Recognition

Recommended Action ... MOVE THAT the Board of Education accept a \$10,000 donation from donor Game Above to support YCS students and families with providing internet access during the COVID-19 pandemic.

Re: Donor, Game Above
Donation Amount: \$10,000 (Received: 4/15/2020)

Game Above has made a generous donation to Ypsilanti Community Schools (YCS) to expand internet access to YCS families during the COVID-19 pandemic. This donation will provide and enhance educational opportunities for YCS students and families. Donations provide educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you to ...
Game Above, for their generosity and for making a difference for YCS students and families!

Subject	E. Donation: Bethel African American Episcopal Church, Ann Arbor: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	11. ACTION ITEM: Business/Finance
Access	Public
Type	Action, Recognition
Recommended Action	... MOVE THAT the Board of Education accept a \$2,000 donation from Bethel African American Episcopal Church, Ann Arbor to support YCS students and families with the purchase of "at home" school supplies, toys, activity books, etc. during the COVID-19 pandemic.
Re: Donor, Bethel African American Episcopal Church; Ann Arbor	
Cash Donation: \$2,000 (Received: April 2020)	

Bethel African American Episcopal Church in Ann Arbor has made a generous donation to Ypsilanti Community Schools (YCS) to purchase "at home" school supplies, toys, activity books, etc. for YCS families during the COVID-19 pandemic. This donation will provide and enhance educational opportunities for YCS students and families. Donations provide educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you to ...
Bethel African American Episcopal Church, Ann Arbor.
 We truly appreciate their commitment to education and to YCS students and families!

Subject **F. Donation to YCS Foundation: Kana Osaki-Greenawalt: Alena Zachery-Ross, Superintendent**

Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 11. ACTION ITEM: Business/Finance

Access Public

Type Action, Recognition

Recommended Action ... MOVE THAT the Board of Education acknowledge a donation from Kana Osaki-Greenawalt in the amount of \$10,000 paid to the Ypsilanti Community Schools Foundation to support YCS students and families with the purchase of Chromebooks and internet access during the COVID-19 pandemic.

Re: Donor, Kana Osaki-Greenawalt
 Donation Amount: \$10,000, payable to the YCS Foundation

Ypsilanti Community Schools (YCS) acknowledges a \$10,000 donation to the YCS Foundation to purchase Chromebooks and to expand internet access to YCS families during the COVID-19 pandemic. This donation will provide and enhance educational opportunities for YCS students and families. Donations provide educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you to ...
Kana Osaki-Greenawalt for building a stronger YCS community!

Subject **G. Donation: Ann Arbor Symphony: Alena Zachery-Ross, Superintendent**

Meeting May 4, 2020 - REGULAR MEETING, Agenda | Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"

Category 11. ACTION ITEM: Business/Finance

Access Public

Type Action, Recognition

Recommended Action ... MOVE THAT the Board of Education accept a donation of books from the Ann Arbor Symphony, with an estimated value in excess of \$1,000.

Re: Donor, Ann Arbor Symphony
 Estimated Donation Amount: \$1,456 (Received: 4/20/2020)
 Donation: Books for Grades 3-8 Students

The Ann Arbor Symphony has made a generous donation of books to Ypsilanti Community Schools (YCS) during the COVID-19 pandemic. This donation will provide and enhance educational opportunities for YCS students and families. Donations provide educational opportunities and services that help make schools more effective and more accessible to students, and especially in this unprecedented time.

We are STRONGER TOGETHER!

Thank you to the Ann Arbor Symphony.

We appreciate your generosity!

Subject	H. RFP/Bid Recommendation for Annual Audit Services: Priya Nayak, Director of Business/Finance
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	11. ACTION ITEM: Business/Finance
Access	Public
Type	Action
Recommended Action	... MOVE THAT the Board of Education award the bid proposal for Annual Audit Services, as presented, to Yeo and Yeo for an amount of \$35,100.
Goals	3. Consistent & Reliable Core District Processes & Systems

Please refer to Director of Business & Finance Priya Nayak's earlier presentation in this meeting for details.

Subject	I. Washtenaw ISD Budget Resolution / Support for Budget, 2020/21: Priya Nayak, Director of Business/Finance
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	11. ACTION ITEM: Business/Finance
Access	Public
Type	Action
Fiscal Impact	No
Recommended Action	... MOVE THAT the Board of Education adopt the "ISD Budget Resolution" Support for Budget regarding the intermediate school district General Fund budget.

Please refer to Director of Business & Finance Priya Nayak's earlier presentation in this meeting for details.

Subject	J. Performance Contract Phase 2 Alternate Bid, HVAC: Aaron Rose, Director of Operations
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	11. ACTION ITEM: Business/Finance
Access	Public
Type	Action
Recommended Action	... MOVE THAT the Board of Education approve all HVAC energy purchase alternatives to Honeywell Inc., as listed below: #1: The administrative recommendation is for the Board of Education to award Honeywell Inc. a contract award for Alternate 2 of the YCS Performance Contract Phase 2 for the summer of 2020 in the amount of \$560,000, and; #2: The administrative recommendation is for the Board of Education to award Honeywell Inc. a contract award for Alternate 4 of the YCS Performance Contract Phase 2 for the summer of 2020 in the amount of \$60,000, and; #3: The administrative recommendation is for the Board of Education to award Honeywell Inc. a performance contract for Phase 3 for the summer of 2021 in the amount of \$1,180,000 for a guaranteed annual savings of \$106,339 and a one-time utility rebate savings of \$9,302.
Goals	3. Consistent & Reliable Core District Processes & Systems

Director of Operations Aaron Rose presented recommendations for this base bid on March 9, 2020, which was approved. This approval item is in followup to the March Board approval of the performance contract. Please refer to Aaron Rose's earlier presentation in this meeting for additional details.

NOTE: Upon Board approval of the recommendation, Aaron Rose will work with legal counsel to put the information into written form.

Subject	K. Roofing Project Proposal: Aaron Rose, Director of Operations
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	11. ACTION ITEM: Business/Finance
Access	Public
Type	Action
Recommended Action	... MOVE THAT the Board of Education approve the proposal from Tremco for a 30 year Polyurethane restoration of the existing EPDM Perry roofing section, for an amount of \$200,000.

Please refer to Director of Operations Aaron Rose's earlier presentation in this meeting for details.

12. ACTION ITEMS: Human Resources

Subject	A. RESOLUTION: Staff Appreciation 2020: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	12. ACTION ITEMS: Human Resources
Access	Public
Type	Action
Fiscal Impact	No
Recommended Action	... MOVE THAT the Board of Education adopt the Resolution of Recognition proclaiming May 1, 2020 to be School Lunch Hero Day, May 4-8, 2020 to be Teacher/Staff Appreciation Week, and, May 6-12, 2020 to be School Nurse Appreciation Week.

School Lunch Hero Day: May 1, 2020

Teacher/Staff Appreciation Week: May 4 - 8, 2020

School Nurse Appreciation Week: May 6 - 12, 2020

School Lunch Hero Day is May 1, 2020. Teacher/Staff Appreciation Week is the first full week in May of each year. School Nurse Appreciation Week 2020 is May 6-12, 2020. It is a time to honor teachers/staff/school nurses/school lunch heroes, recognizing the contributions they make.

The success of our children and community are significantly influenced by exemplary Ypsilanti Community Schools staff who dedicate their talents of heart and mind to help ensure that our public schools and our young people excel, including during this unprecedented time of COVID-19. The knowledge, support and skills YCS staff provide children will positively impact generations for years to come.

YCS teachers/staff/school nurses/school lunch heroes are extraordinary. They inspire children daily. We express our sincere gratitude for those who enthusiastically dedicate themselves to our schools and children. We encourage the community to join in honoring teachers/staff/school nurses/school lunch heroes for their impact on our children and our learning community.

YCS Teachers/Staff/School Nurses/School Lunch Heroes Make a

Difference in the Lives of Children!
 Thank a teacher/staff/school nurse/school lunch hero today ...

13. ACTION ITEMS: Other

Subject	A. Board Policy #3430.02 Professional Staff FMLA: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	13. ACTION ITEMS: Other
Access	Public
Type	Action
Recommended Action	... MOVE THAT the Board of Education adopt Board Policy #3430.02, Professional Staff FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA"), as presented.

Please refer to Superintendent Alena Zachery-Ross' earlier presentation in this meeting for details: Adoption of Board Policies & Resolution to Grant Emergency Powers to Superintendent (COVID-19).

Subject	B. Board Policy #4430.02 Support Staff FMLA: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	13. ACTION ITEMS: Other
Access	Public
Type	Action
Recommended Action	... MOVE THAT the Board of Education adopt Board Policy #4430.02, Support Staff FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA"), as presented.

Please refer to Superintendent Alena Zachery-Ross' earlier presentation in this meeting for details: ADOPTION OF BOARD POLICIES & RESOLUTION TO GRANT EMERGENCY POWERS TO SUPERINTENDENT (COVID-19).

Subject	C. RESOLUTION: Grant Emergency Powers to the Superintendent to Comply with Executive Order 2020-35: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	13. ACTION ITEMS: Other
Access	Public
Type	Action
Recommended Action	... MOVE THAT the Board of Education adopt the Resolution to Grant Emergency Powers to the Superintendent to Comply with Executive Order 2020-35, as presented.

Please refer to Superintendent Alena Zachery-Ross' earlier presentation in this meeting for details: ADOPTION OF BOARD POLICIES & RESOLUTION TO GRANT EMERGENCY POWERS TO SUPERINTENDENT (COVID-19).

14. DISCUSSION

Subject	A. District Technology Update: Alena Zachery-Ross, Superintendent
Meeting	May 4, 2020 - REGULAR MEETING, Agenda Electronic Meeting VIA GOOGLE HANGOUTS; see "IMPORTANT MESSAGE REGARDING THIS MEETING"
Category	14. DISCUSSION
Access	Public
Type	Superintendent Zachery-Ross will provide an update.

15. PUBLIC COMMENTS #2: Electronic Participation | See Public Comments Above for Protocol/Guidelines

16. OTHER

17. BOARD/SUPERINTENDENT COMMENTS

18. ADJOURNMENT

**THE FOLLOWING ARE
FILE
ATTACHMENTS**



Ypsilanti Community Schools
Continuity of Learning and COVID-19 Response Plan
Submitted to WISD on Friday, April 10, 2020

Continuity of Learning and COVID-19 Response Plan (“Plan”)
Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”)
Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family. Safety remains at the top of our priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Continuity of Learning and COVID-19 Response Plan ("Plan") Assurances

Date Submitted: Friday, April 10, 2020

Name of District: Ypsilanti Community Schools

Address of District: 1885 Packard Rd, Ypsilanti, MI 48197

District Code Number: 81020

Email Address of the District: ycschools.us

Name of Intermediate School District: Washtenaw Intermediate School District

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan ("Plan")

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application

recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: Friday, April 10, 2020

Name of District: Ypsilanti Community Schools

Address of District: 1885 Packard Rd, Ypsilanti, MI 48197

District Code Number: 81020

Email Address of the District Superintendent: azacheryross7@yescschools.us

Name of Intermediate School District: Washtenaw Intermediate School District

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

**Ypsilanti Community Schools
Continuity of Learning and COVID-19 Response Plan
Submitted to WISD on Friday, April 10, 2020**

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

Question 1: Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate. (*“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.*)

YCS's Mode of Instruction for the Remainder of the 2019-20 School Year

The mode of instruction for the remainder of the 2019-20 school year at *Ypsilanti Community Schools* will consist of a playlist of synchronous - remote learning live lessons taught by our YCS instructional staff, asynchronous remote learning - pre-recorded skill-based lessons taught by certified teaching staff to help our students master targeted grade level / content specific skills, reinforced with student-engaged protocols that allow for whole group /small group instruction around specific skills that are essential for new learning to take place. Our Continuity of Learning and COVID-19 Response Plan includes online distance / remote learning via a remote learning device (I-Pads and Chromebooks), online live lessons (mini lessons, small group instruction, whole class instruction, group dialogue, use of student-led engagement protocols, independent student work), recorded lessons with instruction for independent work, paper learning packets, and project-based / place-based learning experiences aligned to the Michigan Academic Standards.

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* has been developed using our YCS 5 Pillars of Excellence, YCS's 4 Relationship Building Responsibilities, our *Leading from Where you Stand* Framework, and Our Washtenaw Intermediate School District - *Washtenaw Together As One* Community: Educational Agreements: Connecting, Learning and Leading for Equity. At YCS, Social Justice Core Principles are a way of being, teaching, leading and responding to our students and their families. We strive to intentionally develop a strong sense of belonging by establishing trust, strengthening relationships, and honoring our commitments. At YCS, we deliver a shared purpose that honors our MI-Excel Blueprint core principles of transparency, authenticity, and intentionality. We lead with conviction, commitment, and true collaboration.

- **Teaching the YCS's 5 Pillars of Excellence with Intentionality** - Our Instructional Framework has been developed to address our 5 pillars of excellence: *A love for learning, student voice, thinking about our thinking* (metacognition), *generating and asking great questions*, and *considering multiple perspectives*.
- **Teaching the YCS's 4 Relationship Building Responsibilities with Intentionality** - Our teachers and support staff will ensure that they model the following culturally responsive practices that promotes a strong *sense of belonging* - *“I see you,” “I hear you,” I value you,”* and *“ I respect you”*. These four relationship building responsibilities allow us to *slow down* and *constantly reflect on our practice*, reflect on our communication protocols, check for

understanding, ask probing questions, paraphrasing, pause, and always presume positive intent when we are collaborating, learning together, and responding to each other. Our YCS Motto is that we must model with intentionality and precision what we expect our students to do.

- **Leading from Where you Stand with Intentionality** by using the following process - Leading with a DILTS-Mindset where our Identity matters. We must commit to the following core principles: *Less is More, Go Slow to Go Fast, Trust the Process, Stay the Course, and Slow Down and Reflect.*
- **WISD Educational Agreements: Connecting, Learning and Leading for Equity** that focuses on equity and inclusion for all, we are stronger together, we strive for a sense of belonging, we are committed to strengthening our human connectability, we will remain student-centered, continue to innovate and develop a culture of creativity, and create a community where we love one another. At YCS, we are committed to *Leading from Where you Stand*. We strive to apply strategies that support the recognition and acceptance of emotional intelligence, cultivate and build trust, communicate with clarity and being concise, employ care and compassion that allows leaders to engage from their personal vulnerability, assume positive intent, and lead from a non-judgmental space of acceptance, awareness, and true social justice principles when engaged in the decision-making process.
- **Shared Instructional Values:** Our *Continuity of Learning Plan and COVID-19 Response Plan* has been developed as a result of the following 4 Instructional Values: 1. Providing Individualized Instruction, 2. Focusing on Action Learning, 3. Building Genuine Relationships with Students based on Trust and 4. Linguistically Diverse Community, and by Embracing Culturally Responsive and Sustaining Practices.
- **Shared Agreements for Instructional Structure and Timing:** At YCS, we are committed to creating a *Continuity of Learning Plan and COVID-19 Response Plan* that honors: Social, Emotional, and Physical Wellbeing of All Students, Focus on Essential Outcomes Instead of Standards, Varied Mode of Delivery, Timing and Pacing that is Flexible, Grading and Providing Student Feedback that is Developmentally Appropriate and Equitable, Commitment to Ongoing Job-Embedded Professional Learning to Support Staff Development, and a Phase-In Rollout Plan for the Implementation of Our Remote Learning Initiative.

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* will include the following mode of instruction options:

Social Emotional Learning Check Ins, Lessons, and Check Outs Modes of Instruction:

- **Daily Social Emotional Learning Check Ins / TRAILS SEL Curriculum Lessons / Check Outs** taught by our teachers using a curriculum that uses a trauma informed and resilience / culturally responsive framework to help our students deal with stress, anxiety, depression, loss, how to set goals, practice mindfulness, develop their growth mindset, learn to self-regulate, practice self-directedness, build relationships, develop empathy, and develop a strong sense of belonging. Morning meeting structures will be used to help students build a community of belonging by demonstrating empathy during this time of loss. Our teachers and instructional support staff will be responsible for reaching out to our

students and families to build relationships and maintain two way communication throughout the remainder of the 2019-20 school year.

- **Family Support Hotline** - Our 31A Social Workers and other support staff will reach out to every family in the district to respond to their needs to eliminate barriers that can get in the way of preparing our students for learning. A YCS Administrator will lead this group and will ensure that our culturally and linguistically diverse community receives the support they need to feel safe, have their basic needs met, have their online support needs addressed, and that their children are in the right frame of mind to continue learning forward.
- **Counselor, SSW, SSW Interns, and Seniors Activity Staff Sponsors to Support Our Seniors** - Many of our Seniors are experiencing anxiety right about now. The effect of the COVID-19 Pandemic and school closure has been traumatic for a lot of our students. Our Seniors have been hit the hardest because their world has come to a complete halt. Our seniors have been robbed from traditional celebrations to mark their 13 years of schooling. This has caused a tremendous amount of stress with prom, graduation, senior trip, etc. being postponed or cancelled. This team will reach out to every senior to survey innovative ways of offering alternative / virtual forms of celebration. This team will also reach out to provide our seniors with any mental health needs they might have.
- **Community Liaisons Check Ins** - Our Community Liaisons will conduct daily Checks Ins with the families of students that are not engaging in our online remote learning experience. They will call families, conduct safe distance home visits, check on the families wellbeing, and will work with our Homeless Liaison to secure the basic needs that each of our families need. They will identify barriers that get in the way of student learning.
- **Paraprofessional Staff One-to-One Contact/Support** - Our Paraprofessional will be responsible for contacting individual students to assist them with getting their independent work completed. They will also serve as another layer of support to the students and families they are assigned to help.
- **Homeless Liaison - Boots On the Ground Support** - Our Homeless Liaison will continue to serve as the Family Support Hotline Lead responsible for aligning our most vulnerable families with the right type of support in a timely manner. He will continue to secure funding to better serve our diverse student population and families.
- **Principal Check Ins** - Our Principals will conduct weekly Check Ins with teachers, support staff, and families to deploy the right type of support at the right time of need. They will continue to leverage support from central office and community organizations to better serve their student population.
- **Social Worker to Assist a Child or Family in Crisis** - Our School Social Workers will contact each family in their designated school to help the district identify barriers that impact our most vulnerable families during the COVID-19 pandemic. Our SSWs will help families attend to their basic needs (care, safety, food, access to technology and internet, resources, mental health, trauma, etc.) and provide the support they need during this crisis. Our SSWs will serve as a point person to help identify barriers, opportunities, and better alignment of services and resources for our most vulnerable students and families.

Synchronous Remote Learning - Distance Learning Live Lessons Modes of Instruction:

- **Distance Learning / Remote Learning via Google Classroom for PreK** - Our PreK Distance Learning Plan incorporate Morning Check In Morning Meeting, Social Emotional Learning / TRAILS Curriculum, Early Literacy & Numeracy, Imaginative Play, Creative Arts, Music and Movement, Outdoor Exploration, Exercise, and Fine Motor Activities through daily 25 to 60 minutes of direct remote learning instruction.
- **Distance Learning / Remote Learning via Google Classroom for K-2** - Our K-2 Distance Learning Plan incorporate Morning Check In Meeting, Social Emotional Learning / TRAILS Curriculum, Foundational Skills / Vocabulary Development, Reading Workshop, Small-Group Instruction / Guided Reading / Independent Reading / Literacy Centers, Integrated Science & Social Studies Writing Workshop, Math – Mini Lesson, Imagine Math Lesson, Choice Independent Reading, and Brain Gym Activities through daily 60 to 90 minute lessons.
- **Distance Learning / Remote Learning via Google Classroom for 3-5** - Our 3-5 Distance Learning Plan incorporates a Morning Check In Meeting, Social Emotional Learning / TRAILS Curriculum, Foundational Skills / Vocabulary Development, Reading Workshop, Small-Group Instruction / Guided Reading / Independent Reading / Literacy Centers, Integrated Science & Social Studies Writing Workshop, Math – Mini Lesson, Imagine Math Lesson, Choice Independent Reading, and Brain Gym Activities through daily 90 to 120 minute lessons.
- **Distance Learning / Remote Learning via Google Classroom for 6-8** - Our 6-8 Distance Learning Plan incorporate ELA (HMH: Hidden Truths Unit) – 30 minute/ 3days per week, Math (Big Ideas-Ratios & Proportional relationships Integers Early expressions and equations)- 30 minute/ 3days per week, Science (Scholastic Magazine, Virtual Experiments-Physical Science)-30 minute/ 3days per week, Social Studies (Scholastic Magazine, Virtual Field Trips/Lessons tied to HMH unit)-30 minute/ 3days per week, Electives (Scholastic Magazine, Choice Board)- 30 minute T, W, Th., SEL (Trails Lessons) – 30 minute/day M, F, Den Hours: 15 minutes/day, HMH additional readings, writing assignments – 20 Minutes, Imagine Math-20 minutes, and Choice Independent Reading – 20 Minutes through daily 90 to 180 minute lessons.
- **Distance Learning / Remote Learning via Google Classroom for 9-12** - Our 9-12 Distance Learning Plan incorporates daily Check Ins, Attendance and Learning Content Area Assignments delivered through a 90 Minute Block schedule per day. Daily Instruction will concentrate on core subject areas, electives, and credit recovery 90 - 180 minute lessons.
- **Special Education Students LLI / General Education Curriculum Remote Learning Instruction** - Students with Individualized Education Plans (IEPs) will receive educational services as outlined in their IEPs. These will be done at least 1-2 times weekly unless prescribed differently in their plans. These lessons are in collaboration with general education staff. Ypsilanti Community Schools shall to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the pandemic (COVID-19) state of emergency and/or state disaster ends. An example might be: The Special Education teacher might group the 1-to-1 special education paraeducators to an assigned group breakout session so that they can help the student with the support needed.

- **English Learners LLI Remote Learning Remote Learning Instruction** - Our English Language Learners will receive daily LLI Instruction from a Bilingual Specialist / Teacher with native language support. Students will receive reading, language, listening, and speaking literacy support, and support in other content areas as needed.

Asynchronous Remote Learning - Pre-Recorded Skill-Based Lessons, Videos, Family Outdoor Placed-Based Field Trips, etc.

- **Pre-Recorded Skill-Based Lessons / Video / Family Outdoor Placed-Based Field Trips** - Our teachers will pre-record lessons, create you-tube videos, and conduct virtual field trips to help our students master skill-based lessons aligned to our Michigan Academic Priority Standards.

Instructional Paper/Pencil Packets Modes of Instruction with Telephone Communication with Students and Families Modes of Instruction

- **Continuity of Learning Paper/ Pencil Packets with School Supplies** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes a Paper/Pencil Learning Packets that will be purchased and mailed to each home. This Learning Packet is designed to focus on the following content areas: SEL, ELA and Math.
- **Extended Learning Packets (Special Education-ESY / 504 Plans)** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of Paper/Pencil Learning Packets for all Special Education and 504 students that will be purchased and mailed to each home. This Learning Packet is designed to focus on the following content areas: SEL, ELA and Math.
- **Summer School Packets** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of Summer School Paper/Pencil Learning Packets that will be purchased and mailed to each home. This Summer Learning Packet is designed to focus on the following content areas: SEL, ELA and Math and the elimination of summer loss.

YCS's Summary of Materials that Students and Families will Need to Access the Modes of Instruction Proposed Within the Document

All of our students and families will be provided with a device (I-Pads for PreK-2 and Chromebooks for grades 3-12) and internet access for six months as well as grade specific school supplies (notebooks, highlighters, pencils, pens, crayons, journal, paper, etc), Learning Packets, professional learning support, hotline assistance, daily scheduled online remote learning learning opportunities, and access to independent online programs for additional support. Our families have been notified via Superintendent's Letters to keep our families involved, engaged and committed to leveraging resources for their children. At YCS, we are committed to maintaining two-way communication with our families. We will use such modes of communication as text, district app, Remind app, google hangout, group me, and school messenger to keep the lines of communication open throughout the duration of the COVID-19 Pandemic.

YCS's Plan to Ensure that ALL of Our Students have Access to a Device and Internet to Access the Proposed Distance Learning Curriculum

All of our students and families will be provided with a device (I-Pads for PreK-2 and Chromebooks for grades 3-12) and Internet access for six months (If needed). We have secured funding and explored alternative sources to secure additional funding to support the purchase of devices and internet access for all of our students. We have identified Google Classroom as our LMS or Online Remote Learning Platform. We continue to provide online professional learning opportunities for our teachers and instructional coaches on how to use Google Classroom and Google Suite for Educators tools effectively. We are also purchasing Zoom for all of our teachers so that they can conduct their online learning with the ability to conduct breakout sessions for students in order to collaborate with each other. All of our teachers will post their K-12 HMH ELA Online Remote Learning lessons in Google Classroom which allows for grading, monitoring progress checks, and the ability to conduct formative assessments via rubrics. Our teachers will use the district provided lesson plan template to document their lessons in Google Classroom. Our instructional coaches will support our teachers in the delivery of strong and engaging lessons that focus on the *less is more, going deeper, and slowing down to reflect on our learning*.

YCS's Plan to Ensure that No Student is Penalized for Their Inability to Fully Participate in Our Continuity of Learning Plan

At YCS, we have made it clear to all of our stakeholders (leaders, teachers, and our families) that no YCS student will be penalized for their inability to fully participate in our *Continuity of Learning and COVID-19 Response Plan*. We understand that many of our families are personally being impacted by the Coronavirus and are experiencing trauma as a result of loss, depression, stress, and anxiety. These conditions serve as barriers to learning. We will reach out to each family and will provide the assistance needed to the best of our ability.

At YCS, we believe that good culturally responsive teaching practices when implemented well work for all of our students and families. We are committed to the wellbeing of all our students, families and staff. As a result we plan to honor the following four foundational beliefs we must hold true in our delivery of instruction, support, and services to our students and families. We will hold each other responsible for continually asking each other the following questions:

- We have empathy for the loss of “normalcy”
- We will do all that we can to engage all students
- Remote learning is not the same as face-to-face learning
- Remote learning takes different skills

Question 2: Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

The Methods that YCS has and will Use to Keep our Diverse Student Population at the Center of our Educational Activities

At YCS, we always put the needs of our diverse student population in the front of our work. We are very intentional about openly talking and challenging our thinking about critical topics that impact our student population including: race, poverty, class, and other factors that must be handled with urgency and mitigated through a courageous conversation lens. At YCS, we lead

through an intentional equity lens that honors our collective equity work with integrity, transparency, and resilience. We hold each other responsible for the development of our collective identity.

We use the DILTS Leadership Framework to ensure that we are all growing our personal identity forward. As a Mi-Excel Blueprint District, we are committed to leveraging equitable allocation of district and building level resources based on the needs of our students and their families. We are grounded in two core principles: 1. Anchored in a culture of collective responsibility that is collegial, collaborative, and professional and 2. Grounded in a safe, orderly, and respectful environment for all of our students. At YCS, we also have a genuine commitment to educating all of our students through a WHOLE CHILD lens. We are always making certain that we keep developmentally appropriate, linguistically, and culturally responsive practices at the front of our conversations and work.

This deep equity work will require us to slow down and reflect on our practice throughout the delivery of instruction to ensure that we are honoring our commitment to delivering lessons that value culturally responsive pedagogies. To keep our students at the center of our activities we will intentionally incorporate the following 5 culturally responsive instructional strategies along with student-engaged protocols for inquiry that allows our students to learn how to demonstrate empathy, understanding, and hold each other accountable for listening and learning from each other. We are currently traveling through uncharted waters at YCS. We are genuinely committed to continue to stay flexible, go slow to go fast, and seek new ways of learning and doing things. We do not have all of the answers regarding what online learning at YCS is at this time...but we will have a better understanding as a result of having gone through this experience. We will aspire to continue to have an innovator's mindset that empowers learning, unleashes talent and leads a culture of creativity.

We will employ the following 5 culturally appropriate instructional strategies:

- **Getting to Know Your Students** - Staff will get to know our students by forming an online relationship, using student-engaged inquiry protocols, icebreakers, student prompts, and asking great questions like - *What characteristics make a good friend?* Also, this is an opportunity for our staff to show students that we see, hear, value and respect them for who they are as individuals.
- **Incorporating a World Learning Scenario** - Our staff will work with our students and families to ensure that they take part in our Placed-Based Learning Projects Modules being designed by EMU SEMIS Program, MI-STEM, our Unified Arts Team, and our Science Staff. These PBL Projects are designed to engage the entire families as they go for walks in their immediate community.
- **Using Online Learning Groups with Intentionality** - These online learning groups will allow for choice and partnerships. During these online sessions students will participate from discussions about social justice, being resilient, and our identity.
- **Including Games in our Lessons** - Gaming will be infused in our lessons to incorporate fun and help students to learn from one another.
- **Engaging Experts to Respond to Student Questions** - At this time of adversity, having experts in the field answer questions online with our students is a powerful way of helping

students frame questions and learn from experts they invite to join their lessons. This will be done through google hangout, zoom, or google meet.

The Outreach that YCS will Use to Build Relationships and Maintain Connection with our Students and Families

- **Weekly Family Outreach** - Our teachers and instructional support staff will be responsible for reaching out to our students and families to build relationships and maintain two way communication throughout the remainder of the 2019-20 school year on a regular basis. It is our expectations that each family will receive a minimum of two contacts per week. Our families will be able to reach our teachers via e-mails, Google Classroom, Google Meet parent meetings, and via our Parent Support Hotline.

In addition to these that are full detailed above, we will utilize:

- **School Messenger** - YCS is intentional in using School Messenger to immediately communicate with our families remotely.
- **Facebook & Social Media** - YCS is intentional in using Facebook and other social media platforms to communicate and keep our families informed about great things happening in the district.
- **Family Newsletters** - YCS will be intentional in utilizing Family Newsletters to keep our families informed about what's going on in YCS.
- **District Website** - YCS is intentional in using the district's website to post the most current updates and communicate with our families.
- **YCS Email**- YCS will utilize district assigned student email accounts to communicate with both students and families regarding academic and social emotional supports, needs and opportunities.
- **Language Translations** - YCS will contract with World Language vendors to assist us with translations to help our non-English speaking families receive that same information in their native languages.

Question 3: Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

YCS's Plan to Deliver Content in Multiple Methods of Delivery

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* will include the following modes of instruction options:

Social Emotional Learning Check Ins, Lessons, and Check Outs Modes of Instruction:

- Daily Social Emotional Learning Check Ins / TRAILS SEL Curriculum Lessons / Check Outs

Synchronous Remote Learning - Distance Learning Live Lessons Modes of Instruction:

- Distance Learning / Remote Learning via Google Classroom for PreK, K-2, 3-5, 6-8, 9-12

- Special Education Students LLI / General Education Curriculum Remote Learning Instruction
- English Learners LLI Remote Learning Remote Learning Instruction

Asynchronous Remote Learning - Pre-Recorded Skill-Based Lessons, Videos, Family Outdoor Placed-Based Field Trips, etc.

- **Pre-Recorded Skill-Based Lessons / Video / Family Outdoor Placed-Based Field Trips** - Our teachers will pre-record lessons, create you-tube videos, and conduct virtual field trips to help our students master skill-based lessons aligned to our Michigan Academic Priority Standards.

Instructional Paper/Pencil Packets Modes of Instruction with Telephone Communication with Students and Families Modes of Instruction

- **Continuity of Learning Paper/ Pencil Packets with School Supplies** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes a paper/pencil packet that will be purchased and mailed to each home of students who do not have internet access. This learning packet is designed to focus on the following content areas: SEL, ELA and Math.
- **Extended Learning Packets (Special Education-ESY / 504 Plans)** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of paper/pencil packets for all Special Education and 504 students that will be purchased and mailed to each home for the purpose of extended school year support. This learning packet is designed to focus on the following content areas: SEL, ELA and Math and will be supported by instructional leaders.
- **Summer School Packets** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of summer school paper/pencil packets that will be purchased and mailed to each home. This summer learning packet is designed to focus on the following content areas: SEL, ELA and Math and the elimination of summer loss.

Our *Continuity of Learning Plan and COVID-19 Response Plan* consists of a comprehensive playlist of varied modes of instructional modes of learning that are intentionally supported through strong processes and student-inquiry protocols, clear student and staff expectations, a reflective monitoring delivered through student goal setting and a system of student-engaged formative assessments and rubrics.

At YCS, we plan to deliver instruction in varied ways to ensure that all of our students are served and have equitable access to high quality remote learning lessons / instruction that is supported via: professional learning for staff, students and families, helping students set goals and self-regulating their learning, teach content outcomes aligned to priority standards, delivery of flexible instruction, and engagement of our families through two way communication.

Question 4: Please describe the district's plans to manage and monitor learning by pupils.

YCS's Plan to Manage and Monitor Student Learning

The district's plan to manage and monitor student learning at YCS involves teachers and instructional leaders to place formative assessments (Assessments for learning vs. Assessments of

Learning) at the center of our work. We know that monitoring student learning is essential but we plan to do this using a common-sense and culturally relevant assessment practices that allows for students to demonstrate mastery in multiple ways (use of rubrics, placed-based family projects, quick check, and use of simple formative assessments). The data gathered and collected from these assessments will be used to determine next steps to inform our instruction forward or to reteach. We plan to use the results of these mini formative assessments checks to plan forward any necessary supplemental lessons and/or follow-up instruction needed, to help us better check the learning to simplify the learnings, and determine the potential need for summer school learning opportunities.

Our teachers will monitor student learning and check for understanding throughout the lesson delivery cycle and will ensure that comprehensible reflective feedback will be discussed with our students. Our GLAT (Grade Level Action Teams) or CLAT (Content Level Action Teams). Teams will continue to meet together to purposely plan with their grade level/content specific teams using a standard lesson planning template shared by the administration. These teams will be responsible for serving as a critical friend that provides teachers with feedback and support to ensure that they are using formative assessment tools to guide instruction forward, to check for understanding, and for providing effective feedback to their students.

Our staff will also collaborate with families frequently to obtain updates on how each child is doing from a mental wellness stand. This will be our opportunity to speak with each family to see what the child is struggling with. With the information gathered our teachers will be in a better space to inform their instruction forward. At this time, instruction for learning is our focus only after social emotional needs are met. Formative assessments for checking for understanding are highly encouraged. No formal grades will be taken or recorded. Student self-assessment is also encouraged. For Middle School and High School we will be recording pass/fail only grades in the Google Classroom Gradebook. We will be using pass or fail grades at this time. We will use the 3 Pillars of Grading.

Our K-12 HMH ELA Curriculum (K-5 - Into Reading and 6-12 Into Literature) and our Math Program are completely online. These tools were selected because they have a strong (differentiated structure with all types of tier 2 and 3 supports for EL, struggling learners, and for over achievers) with modified assessments after each section of a complete module. Our teachers are working together to identify which of these assessments can be used during this critical time (without causing stress to our diverse learners) to help our students to demonstrate understanding/mastery of the learning. Our teachers are well versed in the use of formative assessments (quick checks for understanding) that can be used before, during, and after the lesson to cement the learning. Our teachers are also chunking the learning by intentionally focusing on the *less is more* concept. Our teacher will also monitor online if our students are accessing the sites, completing their assignments, and will work with our paraprofessional so that they can contact the homes and speak with the families and students and help them get back on track. Our goal is not to stress students or their families. We are using formative assessments to help our students experience minimum loss of instruction previously taught to them.

Question 5: Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

YCS's Detail Budget Outlining Estimated Additional Expenditures Associated with the Continuity of Learning and COVID-19 Response Plan

At YCS, we have intentionally leveraged alternative sources of revenue to support expenditures incurred as a result of the COVID-19 Pandemic. We have written numerous grants, worked with community partners, university partners, and foundations to secure alternative funding sources to help us provide equitable services to our culturally and linguistically diverse student population. Below is the document that identifies our additional expenditures due to the COVID-19 Pandemic.

Additional Expenditure	Cost	Revenue Sources	Allocated Amount	Additional Relief Funds Needed
Technology Devices	\$1,345,000.00	Title III, Title I Headstart Title IV	\$147,192.00	\$1,197,808.00
Internet Access	\$60,000.00			\$60,000.00
Student Supplies	\$50,000.00	United Way	\$10,000	\$40,000.00
Staff Supplies	\$30,000.00			\$30,000.00
CoVID-19 Building Cleaning	\$20,000.00			\$20,000
Food Service Stipends and Drivers	\$20,000.00			\$20,000.00
Enrichment Packets	\$30,000.00			\$30,000.00
Professional Learning	\$75,000.00	Title II RAG Funds	\$35,000.00	\$40,000.00
Summer Staffing Need	\$380,000.00	Title I At-Risk	\$233,000.00	\$147,000.00
Extended School Year	\$30,000.00	ACT 18 IDEA	\$15,000.00	\$15,000.00
English Language Learning Opportunities	\$25,000.00	Title III	\$15,000.00	\$10,000.00
Homeless	\$15,000.00	Title I	\$4,000.00	\$11,000.00
Zoom Sessions	\$30,000.00			\$30,000.00
Legal Consultation	\$40,000.00	Additional Costs		\$40,000.00
Translation Services	\$50,000.00			\$50,000.00
Grand Total	\$2,200,000.00		\$459,192.00	\$1,740,808.00

*** We have applied for several grants to cover the cost of this unanticipated closure of the schools and the needs of all the expenses that arises from it. We are expecting to receive the funds from CARES Act as well.

Question 6: Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

YCS's Process for Engaging Community Stakeholders in the Development of the Continuity of Learning and COVID-19 Response Plan

YCS is a Mi-Excel Blueprint District. As a Blueprint District we lead by example. We are intentional about dramatically improving student, teacher, and leader performance throughout the district by anchoring our collective district and building-level work in a culture of collective responsibility that is collegial, collaborative, and professional. We are constantly identifying ways of engaging all stakeholders in the learning process.

At YCS, we have intentionally engaged community stakeholders in the development of the *Continuity of Learning and COVID-19 Response Plan* by engaging district and building level leadership, teacher leadership (all of our teachers), support staff, ancillary staff leadership, subgroups action teams experts (Special Education, EL, SES, Homeless, At-Risk Populations), board members, our exceptional WISD team, university partners, financial sponsors, and other community stakeholders to help us to use our innovator's mindset to empower learning, unleash talent, and lead a culture of creativity to ensure that our *Continuity of Learning and COVID-19 Response Plan* is not only innovative, creative and timely, but that it addresses our commitment of connecting, learning, and leading for equity.

The District has created over 15 committees to oversee this work. See link below:

[Continuity of Learning Committees](#)

[Committee Planning Tool](#)

[District Action Template](#)

Question 7: Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

YCS's Communication Plan to Notify all Students and Families of the YCS Continuity of Learning and COVID-19 Response Plan

At YCS, we are always intentional with our messaging to families. Due to the fact that we serve a large number of culturally and linguistically diverse student populations we have to have multiple ways of communicating our messages to our most vulnerable families.

We currently use and will continue to embrace new ways to communicate and reach our students and families. We have been successful in reaching our families through the following methods:

- District Website

- School Messenger
- Letters Mailed
- E-Mail
- Social Media / District Facebook
- Personal Outreach Phone Calls (In Multiple World Languages)
- Home Visits by our Community Liaisons
- Home Visits by our Homeless Liaisons
- School Leaders Phone Calls and E-mail
- Parent-to-Parent Outreach
- School Board Members Outreach
- Board Meetings

Our communication plan is to always keep our families informed by responding in a timely manner, having a clear message without educational jargon, and being available to serve our students and families. We have been and will continue to communicate with our families. Since the inception of the COVID-19, we have been intentional in keeping our staff, families and community informed. We rolled out our Pandemic Plan day one, created a COVID-19 Link in our District Website to keep everyone informed. We continue to reach out to our families using all of the above methods of communication.

Question 8: Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

Target Date for Beginning the Implementation of the YCS Continuity of Learning and COVID-19 Response Plan

Our official target date to be fully operational is April 13, 2020

At YCS, we will use a PHASE-IN approach. We have already started formal distance learning with our *dual enrolled* students who attend WCC. These students have successfully enrolled in the online courses and are doing well. Our staff continues to assist them in their learning and have been meeting remotely.

Our intention is to start instruction with our student population in phases. We have already ordered and received our chromebooks, have developed a comprehensive process for distribution, and will begin to disseminate the devices (PreK-2 I-Pads and 3-12 Chromebooks) next week.

As students access their devices and Internet access, we will provide the families with online professional learning sessions on how to help their children access Google Classroom and other online platforms.

Phase I - Week of April 13, 2020

- Rollout Devices for district staff
- Begin Teacher Professional Learning Opportunities
- Continued learning for students in APEX and dual enrolled courses
- Begin SEL, Goal Setting, Forming Relationships with each student and their families, discussing norms of online collaboration, and conducting regular check ins.

Phase II - Week of April 20, 2020

- Rollout Devices (Prek-2 I-pads and 3-12 Chromebooks) and Internet Access to students and households.
- Continue Teacher Professional Learning Opportunities
- Continue SEL, Goal Setting, Forming Relationships with each student and their families, discussing norms of online collaboration, and conducting regular check ins.

Phase III - Week of April 27, 2020

- Begin formal online Distance Learning Instruction as discussed in the plan.

Question 9: Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

YCS's Plan to Provide Assistance to Students Enrolled in Postsecondary Dual Enrollment Courses. Our Dual Enrolled students began formal instruction on April 6, 2020 at Washtenaw Community College. Our YCS staff will continue to support our students throughout their education at YCS.

DUAL Enrollment Plan

Question 10: Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

YCS's Continuation and Arrangement Plan for the Distribution of Food to Eligible Students

The District has a plan in place created by the Director of Food Service, Director Operations and Director of Human Resources. The plan involved multiple phases. Phase I was an [all call for volunteers](#) and multiple site selection created in conjunction with Washtenaw County. The [locations](#) were designed to provide food in strategic locations to eliminate as much as possible potential food desserts. Training was developed for staff and volunteers. The [training](#) was held at the YCS administration building in groups of ten or less

When it became apparent that a long term plan was needed to continue providing meals. The district's administration listed above designed a staff rotation for delivering meals and amended the locations and added additional sites for a total of 9 locations that include 5 of the district's school building kitchens. The [Essential Volunteers Screening and Entry Procedure](#) will be followed at the new locations.

Question 11: Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

YCS's Plan to Pay Employees and Redeployment of Staff Responsibilities to Support the Continuity of Learning and COVID-19 Response Plan

The District will continue to pay all YCS employees throughout the end of the 2019-2020 school year. The District has developed a committee to re-define multiple district roles to provide meaningful work for all employee groups. Two staff survey1 and survey2 were created to procure input from district administrators to make sure that staff were placed in redesigned positions that would be representative of their skill set. Once all roles have been temporarily redesigned a letter will be sent out to all impacted. The letter will define all changes such as position, hours and supervisor etc. It will also assure that the reassignments are temporary to help combat the COVID19 crisis.

At YCS, we are in the process developing a comprehensive job-embedded professional learning plan with a lot of intentional opportunities for learning.

Question 12: Provide how the district will evaluate the participation of pupils in the Plan.

YCS's Equitable Plan to Evaluate the Participation Students in the Continuity of Learning and COVID-19 Response Plan

At YCS, we are committed to an equitable and stress-free process for evaluating the participation of students in the *Continuity of Learning and COVID-19 Response Plan*. We are intentional in our effort to evaluate student participation by creating a positive environment where students check in daily, we take a quick temperature mood to determine next moves, will focus on the utilization of the TRAILS SEL Modules and trauma informed resilient practices to ensure real connection with our students through a strong sense of sense of belonging and the right support at the right time. We will also focus our learning through a student-centered framework where we practice the "I see you", "I hear you", "I value you", and "I respect you" to build real relationships based on trust. We will strive to cultivate trust and lead through equity and inclusion. We aim in innovating how we deliver online remote learning that builds learning through connectability and collaboration.

At YCS, we plan to use quick teacher designed formative assessments and student-engaged protocols to check for student understanding, engage students in a process of collaboration, and continue to inform our instruction forward. We will use the data gained from Imagine Math and Imagine Reading to inform how our K-8 students are doing academically. We will also use the attached grading tool to ensure that all students are being evaluated fairly. Grades 9-12 will provide students with Pass/Fail Grades Only for the work completed during this plan.

Grading

Question 13: Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

YCS's Plan to Provide Mental Health Support to our Students Affected by the Emergency and State Disaster Prompted by COVID-19

At YCS, we have partnered with Starr Commonwealth and UofM TRAILS to provide Mental Health professional development training for our staff as well as modules that are focused to help students master reliance by working through modules that deal with stress, depression, anxiety, etc. These partners have been working with our schools to support our student's mental health

work forward. Our UofM Promise initiative will continue to help develop the skills of our middle school staff by focusing on how they can lead PBIS through a trauma informed and resilient framework. Our social workers, counselors, and other ancillary staff have been trained and are ready to step in and support our students with such topics as loss, depression, anxiety, environmental stress, and how to survive COVID-19.

We serve a culturally and linguistically diverse student population that is often marginalized and underserved. We will be intentional in securing the specialized services needed based on their need.

Question 14: Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

YCS's Commitment to Support the Washtenaw Intermediate School District to Mobilize Disaster Relief Child Care Centers as Outlined in the Executive Order

YCS is committed to support the Washtenaw Intermediate School District to mobilize disaster relief child care centers as outlined by the Executive order. We have an educational agreement with WISD where we honor our shared purpose, goals, instructional values & design, leadership practices, and educator support. We are prepared to work side by side with the WISD leadership to support all Washtenaw County students. We have committed Beatty and Perry Early Learning Centers as possible sites to utilize for this purpose. We believe and are committed to the shared educational agreements as outlined in the *Washtenaw Together As One Community: Connecting, Learning, and Learning for Equity* document.

Optional Question

Question 15: Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

YCS does not intend to adopt a balanced calendar. The district created a survey to poll staff and created a committee that will address the calendar for the remainder of the 2019-2020 school year and complete plans on the 2020-21 calendar. Dates to start school for staff and students have been agreed upon by the Ypsilanti Community Education Association and the Ypsilanti Community Schools Educational Support Professional Association since March 6, 2020.

Name of District Leader Submitting Application: Alena Zachery-Ross, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:






Continuity of Learning and COVID-19 Response Plan

Ypsilanti Community Schools - School Board Presentation



Ypsilanti Community Schools
Continuity of Learning and COVID-19 Response Plan
Submitted to WISD on Friday, April 10, 2020

5 Pillars of Excellence with Intentionality

-  *A love for learning*
-  *Student voice*
-  *Thinking about our thinking (metacognition)*
-  *Generating and asking great questions*
-  *Considering multiple perspectives*

YCS's 4 Relationship Building Responsibilities

Our culturally responsive practices that promote a strong *sense of belonging* –

- *"I see you,"*
- *"I hear you,"*
- *I value you,"* and
- *"I respect you".*

Leading from Where you Stand

In leading with a DILTS-Mindset where our identity matters, we must commit to the following core principles:

- *Less is More,*
- *Go Slow to Go Fast,*
- *Trust the Process,*
- *Stay the Course,* and
- *Slow Down and Reflect.*

Shared Instructional Values

Our *Continuity of Learning Plan and COVID-19 Response Plan* has been developed as a result of the following 4 Instructional Values:

- Providing Individualized Instruction,
- Focusing on Action Learning,
- Building Genuine Relationships with Students based on Trust and a strong sense of belonging, and
- Embracing Culturally Responsive and Sustaining Practices that honors our Culturally and Linguistically Diverse Community.

WISD Shared Agreements

- **Equity and Inclusion for All:** We work within and across districts and recognize that all kids are our kids.
- **Stronger Together:** We work as a community, together, in ways that unite us.
- **Belonging:** We build a system that sustains a sense of belonging for children and adults.
- **Connected:** We strengthen our human connections, both to deepen connections with ourselves and, with generosity, to help others.
- **Student Centered Learning:** We support students in developing a love for learning by focusing on the whole child and ensuring opportunities for learning for each student.
- **Creativity:** We persist, innovate and use a culture of creativity to develop new approaches to learning.
- **Community and Love:** We support one another, are generous, and build relationships of trust.

5 Culturally Appropriate Instructional Strategies

We will employ the following 5 culturally appropriate instructional strategies:

- Getting to Know Your Students
- Incorporating a World Learning Scenario
- Using Online Learning Groups with Intentionality
- Including Games and Fun within our Lessons
- Engaging Experts to Respond to Student Questions

Stakeholder Roles & Responsibilities

- District Level Responsibilities
- Building Level Responsibilities
- Teacher Level Responsibilities
- Student Level Responsibilities
- Parent/Guardian Level Responsibilities

District Level Responsibilities

- Listen and learn from our stakeholders as they implement, grow, and share concerns about our *Continuity of Learning Plan*.
- Support building-level leaders in planning and implementing the *Continuity of Learning Plan* by honoring our MI-Excel Blueprint Framework processes for communication, collaboration, and implementation.
- Communicate regularly with all our *Continuity of Learning Committees* and share their recommendations with our stakeholders.
- Assist building-level Leaders in leveraging resources (academic, health, social, emotional) needed in their immediate community.

Building Level Responsibilities

- Implement the *Continuity of Learning Plan* with intentionality, commitment, flexibility, and urgency.
- Communicate regularly with all stakeholders with a clear message that is coherence and succinct.
- Support teachers in planning and implementing the *Continuity of Learning Plan* as closely as they can.
- Help families locate much needed resources (academic, health, social, emotional) in their immediate community.

Teacher Level Responsibilities

- 27 Implement the instructional delivery of the *Continuity of Learning Plan* 4 days per week with commitment, flexibility, and intentionality.
- 27 Make yourself available to answer questions, provide feedback, and support students and their families throughout the week and during our scheduled Friday office hours.
- 27 Teach Live lessons to our students Monday through Thursday for the recommended time allotted. Any other type of instruction (taped lessons, online platforms, website, videos, should be treated as independent work for students to do after the Live lesson is over.
- 27 Provide a range of meaningful distance learning activities that meet the needs of all learners.
- 27 Work to meet the needs of all students with differentiated learning opportunities and adapting assignments as needed.
- 27 Provide regular feedback to students on progress related to distance learning activities.
- 27 Communicate a daily message of care to students during your scheduled morning meetings.
- 27 Be available to the District within your regular school hours and respond to emails within 24 hours.
- 27 Maintain a regular daily schedule so that our students follow the same routines Monday through Thursday.

Student Level Responsibilities

- 27 Maintain a regular daily schedule, including healthy eating and sleeping habits.
- 27 Review, engage, and set a schedule for distance learning activities.
- 27 Communicate with your teacher about your learning needs via Google classroom and Zoom.
- 27 Stay connected to your Google Classroom online platform and the learning.
- 27 Complete all classroom assignments as assigned by your teacher.
- 27 Ask clarifying questions when you need help or don't understand.
- 27 Let your teacher know what your needs (social, emotional, health, or academic) are so that they can help you.
- 27 Be respectful to yourself, teachers and peers.

Family Level Responsibilities

- ☞ Encourage your child to establish and follow daily routines when possible, including breaks between schoolwork, snacks and physical breaks.
- ☞ Help your child to access the Google Classroom and Zoom platforms and resources and check in to ensure they are completing the posted assignments.
- ☞ Check in with your child about how he/she is feeling.
- ☞ Reserve a space for your child to complete his/her daily distance learning activities.
- ☞ Encourage your child to get at least 8 hours of enough sleep each night during the week.
- ☞ Set sensible time limits for technology use outside their distance learning activities.
- ☞ Ask clarifying questions from your child's teacher(s) and principal.
- ☞ Communicate your needs (basic, social, emotional, health, or academic) with your child's teacher(s) and principals. Know that we are here to help you!

Building Relationships & Maintaining Connections with Students & Families

- ☞ Weekly Family Outreach
- ☞ School Messenger
- ☞ Facebook & Social Media
- ☞ Personal Outreach Phone Calls (In Multiple World Languages)
- ☞ Family Newsletters
- ☞ District Website
- ☞ YCS Email
- ☞ Parent-to-Parent Outreach
- ☞ School Board Members Outreach
- ☞ Language Translations
- ☞ Board Meetings

Communication Plan to Notify Students & Families

Our Plan is being Phased In Gradually and is being communicated in multiple ways:

- School Messenger
- Principal's E-mails
- Staff Family Contacts
- Family Calls
- District Website

Access to Devices & Internet

- PreK-1 Student Devices includes an I-pad for all students.
- Grades 2-12 Student Devices includes a Chromebook for all students.
- Internet Access for families that currently do not have access.
- Hotspots for our vulnerable and remote populations.
- Devices are beginning to be deployed as early as April 28, 2020. A plan will be shared to families by the Building Principal.

YCS Mode of Instruction

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* will include the following mode of instruction options:

- Social Emotional Learning Check Ins / TRAILS SEL Curriculum Lessons
- Synchronous Remote Learning - Distance Learning Live Lessons Modes of Instruction
- Asynchronous Remote Learning - Pre-Recorded Skill-Based Lessons, Videos, Family Outdoor Placed-Based Field Trips, etc.
- Instruction Paper/Pencil Packets

SEL Check Ins, Lessons, & Check Outs Modes of Instruction

- Daily Social Emotional Learning Check Ins / TRAILS SEL Curriculum Lessons
- Family Support Hotline
- Counselor, SSW, SSW Interns, and Seniors Activity Staff Sponsors to Support Our Seniors
- Community Liaisons Check Ins
- Paraprofessional Staff One-to-One Contact / Support
- Homeless Liaison – Boots on the Ground Support
- Principal Check Ins
- Social Worker to Assist a Child or Family in Crisis

Synchronous Remote Learning

Synchronous Remote Learning - Distance Learning Live Lessons Modes of Instruction:

- Distance Learning / Remote Learning via Google Classroom for Pre-K, K-2, 3-5, 6-8, 9-12
- Special Education Students LLI / General Education Curriculum Remote Learning Instruction
- English Learners LLI Remote Learning Remote Learning Instruction

Asynchronous Remote Learning

Asynchronous Remote Learning - Pre-Recorded Skill-Based Lessons, Videos, Family Outdoor Placed-Based Field Trips, etc.

- Pre-Recorded Skill-Based Lessons / Video / Family Outdoor Placed-Based Field Trips - Our teachers will pre-record lessons, create you-tube videos, and conduct virtual field trips to help our students master skill-based lessons aligned to our Michigan Academic Priority Standards.

Instructional Paper/Pencil Packets

- Continuity of Learning Paper/Pencil Packets with School Supplies
- Extended Learning Packets (Special Education – ESY/504 Plans)
- Summer School Packets

Instructional Rollout

As students access their devices and Internet access, we will provide the families with online professional learning sessions on how to help their children access Google Classroom and other online platforms.

- **Phase I - Week of April 13, 2020**
 - Rolled out Devices for district staff.
 - Began Teacher Professional Learning Opportunities.
 - Continued the learning for students in APEX and dual enrolled courses.
 - Began SEL, Goal Setting, Forming Relationships with each student and their families, discussing norms of online collaboration, and conducting regular check ins.
- **Phase II - Week of April 20, 2020**
 - Purchased Devices (Prek-1 I-pads and 2-12 Chromebooks) and Internet Access for students and households.
 - Continued Teacher Professional Learning Opportunities
 - Continued SEL, Goal Setting, Forming Relationships with each student and their families, discussing norms of online collaboration, and conducting regular check ins.
- **Phase III - Week of April 27, 2020**
 - Begin formal online Distance Learning Instruction as discussed in the plan.
 - Begin the rollout of devices and Internet access to students and families.

Mental Health Hotline & Support

At YCS, we have created a Mental Health Hotline for Students and Families in need of support due to stress, depression, anxiety, etc. This Mental Health Hotline will be answered by our certified school social workers.

Mental Health Hotline – 734 –

Detail Budget & Expenditures

- At YCS, we have intentionally leveraged alternative sources of revenue to support expenditures incurred as a result of the COVID-19 Pandemic. We have written numerous grants, worked with community partners, university partners, and foundations to secure alternative funding sources to help us provide equitable services to our culturally and linguistically diverse student population. Below is the document that identifies our additional expenditures due to the COVID-19 Pandemic.
- We have applied for several grants to cover the cost of this unanticipated closure of the schools and the needs of all the expenses that arises from it. We are expecting to receive the funds from CARES Act as well.

Amount of Relief Funds Requested

Additional Relief Funds Requested by YCS =

\$1,740,808.00

What Questions Might You Have?





Book: Policies for MI Local Update
Section: Special Release - April 2020
Title: RE:Legal Alert Regarding Executive Order 2020-35
Number: 4 - Legal Alert



memorandum

To: Neola Clients
From: Neola Counsel
RE: Legal Alert Regarding Executive Order 2020-35
Date: April 3, 2020

On April 2, 2020, Governor Whitmer announced that in-person instruction for students in grades K-12 is suspended for the remainder of the 2019-2020 school year. School buildings must remain closed for purposes of providing instruction and districts are required to prepare and implement a continuity of learning and COVID-19 response plan describing the methods districts will use to provide alternative modes of instruction, among other things.

Executive Order 2020-35 also temporarily suspends and/or waives certain legal requirements for this school year. As a result, certain board policies are affected, including policies relating to instruction and curriculum, such as Policies 2220, 2231, 2521, and 2623; policies related to attendance, promotion, graduation, and grading requirements, such as Policies 5200, 5410, 5421, and 5460; policies addressing professional and administrative staff evaluations, such as Policies 1420 and 3220; and policies relating to school calendar, continuity of operations, and free and reduced price meals, such as Policy 8210, 8300, and 8531. This is just a

sampling of policies that may be affected by Executive Order 2020-35.

Boards of Education are not required to amend each and every policy affected by the Executive Order. Rather, boards may exercise the power granted under bylaw 0131.1 and adopt a resolution granting emergency powers to the Superintendent, including the power to modify, alter, suspend, or otherwise address the need to vary from certain school policies for the remainder of this school year. Attached to this Legal Alert are two versions of a resolution that may be utilized to achieve this result. One resolution is limited solely to compliance with Executive Order 2020-35. The other resolution is broader in scope. Districts may want to consider adopting the broader resolution if they did not previously adopt a resolution to address prior Executive Orders, such as school closure and the stay at home order.

If districts have specific questions with respect to how to proceed in these unprecedented times, they are advised to reach out to local district counsel.

This legal alert is intended as general information and not legal advice. No attorney-client relationship exists. If legal advice is required, obtain the services of an attorney.

Book	Policy Manual
Section	3000 Professional Staff
Title	FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA")
Code	po3430.02
Status	Draft
Legal	Families First Coronavirus Response Act ("FFCRA") Emergency Paid Sick Leave Act (PL 116- 127, § 5101 et seq.; 134 Stat. 177) Families First Coronavirus Response Act ("FFCRA") Emergency Family and Medical Leave Expansion Act (PL 116-127, § 3101 et seq.; 134 Stat. 177) Executive Order 2020-35 Executive Order 2020-36
Adopted	April 27, 2020

Last Revised

Emergency Paid Sick Leave Act

The EPSLA requires employers to provide employees with emergency paid sick leave for a period of up to 80-hours for full-time employee¹. and the number of hours a part-time employee worked, on average, over a two-week period.² "Employee" is defined as a person who has worked for the employer, regardless of the duration of that employment (i.e., one-day or more). Emergency paid sick leave ("EPSL") is available for the period of time the employee is unable to work (including telework) because:

- (1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.³
- (2) The employee has been advised by a health care provider (i.e., a licensed Doctor of Medicine, nurse practitioner, or other health care provider permitted to issue a certification for purposes of the FMLA) to self-quarantine due to concerns related to COVID-19.⁴
- (3) The employee is experiencing symptoms of COVID-19⁵. and seeking a medical diagnosis.⁶
- (4) The employee is caring for an individual⁷. who is subject to an order as described above in Paragraph (1) or has been advised as described above in Paragraph (2).
- (5) The employee is caring for his/her child⁸. if the school or place of care of the child has been closed,⁹. the child care provider of such child is unavailable, due to COVID-19 precautions.
- (6) The employee is experiencing any other substantially similar condition that may arise, as specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

EPSL is paid at the employee's regular rate of pay (not to exceed \$511 per day or \$5,110 total) for reasons (1), (2) and (3), and at 2/3 of the employee's regular rate of pay (not to exceed \$200 per day or \$2,000 total) for reasons (4), (5) and (6).

The employer may not require an employee to exhaust other paid leave provided by the employer before receiving EPSL. Likewise, EPSL is in addition to other leave provided under Federal, State, or local law, an applicable collective bargaining agreement, or an employer's existing leave policy.

Additionally, the employer may not require an employee to find a replacement for him/her as a condition of receiving EPSL. The employer, however, may require an employee seeking to take EPSL to provide the employer with appropriate documentation to support the reason for the leave – e.g., the employee's name, qualifying reason for requesting leave, statement that the employee is unable to work (including telework) for that reason, and the dates for which leave is requested. The employee may also be required to provide documentation of the reason for the leave – e.g., the source of any quarantine or isolation order, or the name of the health care provider who has advised the employee to self-quarantine. If the employee is taking EPSL for reason (5), he/she must provide the following information: (a) the name of the child being cared for, (b) the name of the school, place of care, or child care provider that closed or became unavailable due to COVID-19 reasons, and (c) a statement representing that no other suitable person is available to care for the child during the period of requested leave.

Expanded FMLA

The FFCRA temporarily amends the FMLA to establish a new category of protected leave – leave due to a qualifying need related to a public health emergency. Specifically, an employee may take expanded FMLA leave because "the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under 18 years of age of such employee if the school or place of care has been closed or the child care provider of such son or daughter is unavailable, due to a public health emergency."

With respect to the Expanded FMLA, "employee" is defined as a person who has been employed for at least 30 calendar days by the employer.¹⁰

Pursuant to these amendments, the first 10-days of the public health emergency are unpaid, unless the employee elects to substitute any accrued vacation leave, personal leave, or sick leave for unpaid leave. Employees also may use EPSL during this period (see reason (5) above). If an employee takes expanded FMLA leave after taking all or part of his/her EPSL for a reason other than (5), all or part of the employee's first 10-days (or first two weeks) of expanded FMLA leave may be unpaid because the employee will have exhausted his/her EPSL entitlement. The employee, however, may choose to substitute earned or accrued paid leave provided by the employer during this period (i.e., the employee may receive pay pursuant to the employer's preexisting paid leave policy during the period of otherwise unpaid expanded FMLA leave).

Subsequently, the employer must provide additional paid health emergency leave at the rate of not less than 2/3 of the employee's regular rate of pay (not to exceed \$200 per day or \$10,000 total). The public health emergency leave shall end 12 weeks after the date on which the employee's leave commenced or when the public health emergency concludes, whichever occurs first.¹¹

An employer may require an employee seeking to take expanded FMLA leave to provide the employer with appropriate documentation to support such leave – e.g., the name of the child being cared for, the name of the school, place of care, or child care provider that closed or became unavailable due to COVID-19 reasons, and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

Recordkeeping

The employer is required to retain all documentation provided to substantiate the need for EPSL and/or expanded FMLA leave for four years, regardless of whether leave was granted or denied. Similarly, if an employee provides oral statements to support his/her request for expanded FMLA leave or EPSL the employer is required to document and retain such information for four years.

Intermittent Leave

An employee who is teleworking may take EPSL or expanded FMLA leave intermittently if the employer and employee mutually agree. The intermittent leave may be taken in any increment, provided the employer and employee agree.

An employee who is working at his/her usual worksite (as opposed to teleworking) may not take EPSL on an intermittent basis unless the reason for leave is that which is specified in (5) above (i.e., the employee is taking EPSL to care for the employee's child whose school or place of care is closed, or whose child care provider is unavailable) and the employer and employee mutually agree to it.

Further, unless the employee is teleworking, once the employee begins taking EPSL he/she must continue to take paid sick leave each day until the employee either (a) uses the full amount of EPSL, or (b) no longer has a qualifying reason for taking paid leave. If the employee no longer has a qualifying reason for taking EPSL and has not yet exhausted his/her EPSL entitlement, the employee may take any remaining EPSL at a later time, until December 31, 2020, if another qualifying reason occurs.

An employee who is not teleworking may take intermittent expanded FMLA leave if the employer and employee mutually agree upon a schedule.

Maintenance of Health Insurance

An employee who is on EPSL or expanded FMLA leave is entitled to continue his/her participation in the employer provided group health coverage while on the federally protected leave, on the same terms as if the employee continued to work. The employee, however, must continue to make any normal contributions to the cost of his/her health coverage.

Restoration of Employment

In most circumstances, an employee is entitled to be restored to the same or an equivalent position upon return from EPSL or expanded FMLA leave. Employees, however, are not protected from employment actions – such as layoffs or termination – that would have affected the employee regardless of whether he/she took EPSL or expanded FMLA leave. An employer may not fire, discipline or otherwise discriminate against an employee who takes EPSL or expanded FMLA leave.

Impact of Prior Use of FMLA Leave

An eligible employee is entitled to EPSL regardless of how much FMLA leave the individual has taken during the 12-month period used by the employer for FMLA leave.

With respect to the Expanded FMLA, an employee's eligibility for expanded FMLA leave is dependent upon how much FMLA leave the employee has already taken during the 12-month period used by the employer for FMLA leave. In other words, an employee is only entitled to a total of 12 workweeks for FMLA leave or expanded FMLA leave during a 12-month period.

Impact of Receipt of Workers' Compensation or Temporary Disability Benefits or Being on an Employer-Approved Leave of Absence

If an employee is receiving workers' compensation or temporary disability benefits because the employee is unable to work, the employee may not take EPSL or expanded FMLA leave. If, however, the employee is able to return to light duty and a qualifying reason prevents the employee from working, the employee may take EPSL or expanded FMLA leave, as the situation warrants.

If the employee is on a mandatory employer-approved leave of absence, he/she is not permitted to take EPSL or expanded FMLA leave. If, on the other hand, the employer-approved leave of absence is voluntary, the employee may end his/her leave of absence and begin taking EPSL or expanded FMLA leave if a qualifying reason prevents the employee from being able to work or telework.

Mandatory Posting

Employers must post the Department of Labor's model notice (https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf) in conspicuous places on the employer's premises where notices to employees are typically or customarily posted. Additionally, given that most of school district employees are at home or not at their normal worksite due to Governor Whitmer's Executive Order closing schools to students, we recommend employers email or direct mail this notice to their employees or otherwise post it on the district's internal intranet and/or external website (under employee resources).

If you have any questions or concerns related to implementation of the FFCRA, please contact your local legal counsel.

-
1. A full-time employee under the EPSLA is an employee who is normally scheduled to work 40 or more hours per week. Correspondingly, a part-time employee under the EPSLA is an employee who is normally scheduled to work fewer than 40 hours per week.
 2. If the employee's normal hours scheduled are unknown, or the part-time employee's schedule varies, the employer should use a six-month average to calculate the average daily hours. Alternatively, if the employee has not worked for the employer for six months, the employer should use the number of hours the employer and employee agreed the employee would work upon being hired. Finally, if there is no such agreement, the employer should calculate the appropriate number of hours of leave based on the average hours worked per day the employee was scheduled to work over the entire time of his/her employment.
 3. A Federal, State, or local quarantine or isolation order includes quarantine or isolation orders, as well as shelter-in-place or stay-at-home orders, issued by any Federal, State, or local government authority that cause the employee to be unable to work (including telework) even though his/her employer has work that the employee could perform but for the order.
 4. An employee is eligible for EPSL if a health care provider directs or advises the employee to stay home or otherwise quarantine him/herself because the health care provider believes the employee may have COVID-19 or is particularly vulnerable to COVID-19, and quarantining him/herself based upon that advice prevents the employee from working (including teleworking). Conversely, if an employee becomes ill with COVID-19 symptoms but does not seek a medical diagnosis, the employee is not eligible for EPSL (i.e., an employee who unilaterally decides to self-quarantine for an illness without medical advice, even if the employee has COVID-19 symptoms is not eligible for EPSL).

5. E.g., fever, dry cough, shortness of breath, or other COVID-19 symptoms identified by the U.S. Centers for Disease Control and Prevention ("CDC").

6. EPSL taken for this reason is limited to the time the employee is unable to work because he/she is taking affirmative steps to obtain a medical diagnosis (e.g., time spent making, waiting for, or attending an appointment for a test for COVID-19). An employee who is waiting for the results of a test is able to telework, and therefore may not take EPSL, if (a) his/her employer has work for the employee to perform, (b) the employee permits the employee to perform the work from the location where the employee is waiting, and (c) there is no extenuating circumstances, such as serious COVID-19 symptoms that prevent the employee from performing the work.

7. An employee may take EPSL to care for an individual who, as a result of being subject to a quarantine or isolation order, is unable to care for him/herself and depends on the employee for care and if providing care prevents the employee from working (including teleworking). In order to take the EPSL, the individual must genuinely need the employee's care. "Individual" means an immediate family member or someone who regularly resides in the employee's home. An employee may also take EPSL to care for someone if the employee's relationship with that person creates an expectation that the employee would care for the person in a quarantine or self-quarantine situation, and the individual depends on the employee for care during the quarantine or self-quarantine.

8. An employee may take EPSL (or expanded FMLA leave) to care for his/her minor child (i.e. the child is under the age of 18) or child with a disability who is 18 years of age or older and incapable of self-care because of a mental or physical disability, when the child's school or place of care is closed or his/her child care provider is unavailable, due to COVID-19 related reasons, and the employee is unable to work (including telework) as a result. "Child care provider" is defined as "someone who cares for [the employee's] child" – i.e., a center-based child care provider, a group home child care provider, a family child care provider (e.g., nannies, au pairs, babysitters), as well as individuals who provide care at no cost and without a license on a regular basis (e.g., grandparents, other family members or friends, or neighbors). The employee may only take EPSL (or expanded FMLA leave) to care for his/her child when the employee is actually caring for his/her child and is unable to work (including telework) as a result of providing the care. The employee is ordinarily not considered to be needed to take such leave if a co-parent, co-guardian, or the employee's usual child care provider is available to provide the care the employee's child needs.

9. The employee's child's school or place of care is closed when the physical location where the child ordinarily receives instruction or care is closed – i.e., if a child's school or place of care moves to providing online instruction or to another model in which the child is expected or required to complete assignments at home, it is considered "closed" for purposes of the EPSL and Expanded FMLA.

10. The Expanded FMLA does not distinguish between full- and part-time employees, but the number of hours an employee normally works each week will impact the amount of pay the employee is eligible to receive.

11. An employee can take a maximum of 12 workweeks of expanded FMLA leave during the period of 04/01/2020 and 12/31/2020 even if that period spans two FMLA leave 12-month periods.

Book	Policy Manual
Section	4000 Support Staff
Title	FAMILY & MEDICAL LEAVES OF ABSENCE ("FMLA")
Code	po4430.02
Status	Draft
Legal	<p>Families First Coronavirus Response Act ("FFCRA")</p> <p>Emergency Paid Sick Leave Act (PL 116- 127, § 5101 et seq.; 134 Stat. 177)</p> <p>Families First Coronavirus Response Act ("FFCRA")</p> <p>Emergency Family and Medical Leave Expansion Act (PL 116-127, § 3101 et seq.; 134 Stat. 177)</p> <p>Executive Order 2020-35</p> <p>Executive Order 2020-36</p>
Adopted	April 27, 2020

Last Revised

Emergency Paid Sick Leave Act

The EPSLA requires employers to provide employees with emergency paid sick leave for a period of up to 80-hours for full-time employe¹. and the number of hours a part-time employee worked, on average, over a two-week period.² "Employee" is defined as a person who has worked for the employer, regardless of the duration of that employment (i.e., one-day or more). Emergency paid sick leave ("EPSL") is available for the period of time the employee is unable to work (including telework) because:

- (1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.³
- (2) The employee has been advised by a health care provider (i.e., a licensed Doctor of Medicine, nurse practitioner, or other health care provider permitted to issue a certification for purposes of the FMLA) to self-quarantine due to concerns related to COVID-19.⁴
- (3) The employee is experiencing symptoms of COVID-19⁵. and seeking a medical diagnosis.⁶
- (4) The employee is caring for an individual⁷. who is subject to an order as described above in Paragraph (1) or has been advised as described above in Paragraph (2).
- (5) The employee is caring for his/her child⁸. if the school or place of care of the child has been closed,⁹ the child care provider of such child is unavailable, due to COVID-19 precautions.
- (6) The employee is experiencing any other substantially similar condition that may arise, as specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

EPSL is paid at the employee's regular rate of pay (not to exceed \$511 per day or \$5,110 total) for reasons (1), (2) and (3), and at 2/3 of the employee's regular rate of pay (not to exceed \$200 per day or \$2,000 total) for reasons (4), (5) and (6).

The employer may not require an employee to exhaust other paid leave provided by the employer before receiving EPSL. Likewise, EPSL is in addition to other leave provided under Federal, State, or local law, an applicable collective bargaining agreement, or an employer's existing leave policy.

Additionally, the employer may not require an employee to find a replacement for him/her as a condition of receiving EPSL. The employer, however, may require an employee seeking to take EPSL to provide the employer with appropriate documentation to support the reason for the leave – e.g., the employee's name, qualifying reason for requesting leave, statement that the employee is unable to work (including telework) for that reason, and the dates for which leave is requested. The employee may also be required to provide documentation of the reason for the leave – e.g., the source of any quarantine or isolation order, or the name of the health care provider who has advised the employee to self-quarantine. If the employee is taking EPSL for reason (5), he/she must provide the following information: (a) the name of the child being cared for, (b) the name of the school, place of care, or child care provider that closed or became unavailable due to COVID-19 reasons, and (c) a statement representing that no other suitable person is available to care for the child during the period of requested leave.

Expanded FMLA

The FFCRA temporarily amends the FMLA to establish a new category of protected leave – leave due to a qualifying need related to a public health emergency. Specifically, an employee may take expanded FMLA leave because "the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under 18 years of age of such employee if the school or place of care has been closed or the child care provider of such son or daughter is unavailable, due to a public health emergency."

With respect to the Expanded FMLA, "employee" is defined as a person who has been employed for at least 30 calendar days by the employer.¹⁰

Pursuant to these amendments, the first 10-days of the public health emergency are unpaid, unless the employee elects to substitute any accrued vacation leave, personal leave, or sick leave for unpaid leave. Employees also may use EPSL during this period (see reason (5) above). If an employee takes expanded FMLA leave after taking all or part of his/her EPSL for a reason other than (5), all or part of the employee's first 10-days (or first two weeks) of expanded FMLA leave may be unpaid because the employee will have exhausted his/her EPSL entitlement. The employee, however, may choose to substitute earned or accrued paid leave provided by the employer during this period (i.e., the employee may receive pay pursuant to the employer's preexisting paid leave policy during the period of otherwise unpaid expanded FMLA leave).

Subsequently, the employer must provide additional paid health emergency leave at the rate of not less than 2/3 of the employee's regular rate of pay (not to exceed \$200 per day or \$10,000 total). The public health emergency leave shall end 12 weeks after the date on which the employee's leave commenced or when the public health emergency concludes, whichever occurs first.¹¹

An employer may require an employee seeking to take expanded FMLA leave to provide the employer with appropriate documentation to support such leave – e.g., the name of the child being cared for, the name of the school, place of care, or child care provider that closed or became unavailable due to COVID-19 reasons, and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

Recordkeeping

The employer is required to retain all documentation provided to substantiate the need for EPSL and/or expanded FMLA leave for four years, regardless of whether leave was granted or denied. Similarly, if an employee provides oral statements to support his/her request for expanded FMLA leave or EPSL the employer is required to document and retain such information for four years.

Intermittent Leave

An employee who is teleworking may take EPSL or expanded FMLA leave intermittently if the employer and employee mutually agree. The intermittent leave may be taken in any increment, provided the employer and employee agree.

An employee who is working at his/her usual worksite (as opposed to teleworking) may not take EPSL on an intermittent basis unless the reason for leave is that which is specified in (5) above (i.e., the employee is taking EPSL to care for the employee's child whose school or place of care is closed, or whose child care provider is unavailable) and the employer and employee mutually agree to it.

Further, unless the employee is teleworking, once the employee begins taking EPSL he/she must continue to take paid sick leave each day until the employee either (a) uses the full amount of EPSL, or (b) no longer has a qualifying reason for taking paid leave. If the employee no longer has a qualifying reason for taking EPSL and has not yet exhausted his/her EPSL entitlement, the employee may take any remaining EPSL at a later time, until December 31, 2020, if another qualifying reason occurs.

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An eligible employee is entitled to EPSL regardless of how much FMLA leave the individual has taken during the 12-month period used by the employer for FMLA leave.

With respect to the Expanded FMLA, an employee's eligibility for expanded FMLA leave is dependent upon how much FMLA leave the employee has already taken during the 12-month period used by the employer for FMLA leave. In other words, an employee is only entitled to a total of 12 workweeks for FMLA leave or expanded FMLA leave during a 12-month period.

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If the employee is on a mandatory employer-approved leave of absence, he/she is not permitted to take EPSL or expanded FMLA leave. If, on the other hand, the employer-approved leave of absence is voluntary, the employee may end his/her leave of absence and begin taking EPSL or expanded FMLA leave if a qualifying reason prevents the employee from being able to work or telework.

Mandatory Posting

Employers must post the Department of Labor's model notice (https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf) in conspicuous places on the employer's premises where notices to employees are typically or customarily posted. Additionally, given that most of school district employees are at home or not at their normal worksite due to Governor Whitmer's Executive Order closing schools to students, we recommend employers email or direct mail this notice to their employees or otherwise post it on the district's internal intranet and/or external website (under employee resources).

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Ypsilanti Community Schools
Washtenaw County, Michigan
Resolution to Grant Emergency Powers to the Superintendent To Comply with Executive Order 2020-35

Enc. 7A: Adoption of Board Policies &
Resolution to Grant Emergency Powers
to Superintendent (COVID-19)

Whereas, on April 2, 2020, Gov. Gretchen Whitmer issued Executive Order 2020-35 requiring, among other things, the continued closure of all Michigan public and private school buildings for educational purposes as a safeguard against the further spread of COVID-19 and requiring each public school to develop a plan for continued instruction through alternative means to be implemented by no later than April 28, 2020; and

Whereas, Executive Order 2020-35 also temporarily suspends numerous provisions of the Revised School Code and the State School Aid Act and, therefore, changes the legal requirements relating to certain Board policies, including but not limited to, attendance, curriculum, graduation requirements, assessments, teacher and administrator evaluations, school calendar, and grading; and

Whereas, the Board intends to comply with Executive Order 2020-35 and, accordingly, temporarily suspend or alter affected policies and otherwise take required actions consistent with the Executive Order; and

Whereas, the Board of Education finds that the current state of emergency requires that the Superintendent be granted greater flexibility to respond quickly and appropriately to the evolving crisis, including complying with Executive Order 2020-35; and

Whereas, under board Bylaw 0131.1, the operation of any section or sections of Board policies not established by law or contract may be suspended temporarily by a majority vote of Board members at a public meeting held in compliance with law and Board policy;

NOW THEREFORE, BE IT RESOLVED that the Ypsilanti Community Schools Board of Education grants to the Superintendent the following temporary powers to address the COVID-19 emergency, including ensuring compliance with Executive Order 2020-35:

Authority to temporarily waive, alter or suspend such Board policies or provisions of Board policies as the Superintendent shall deem necessary to comply with Executive Order 2020-35.

Authority to take any lawful actions necessary to comply with Executive Order 2020-35, including, but not limited to, development and implementation of a plan to provide alternative instruction. Such actions may include, but are not limited to: adjustments to the curriculum and the provision of alternative educational program options; adjustments to the calendar; adjustments to employee work schedules and assignments; limitations on access to property owned or controlled by the Ypsilanti Community Schools; and hiring of providers and/or partnering with other districts or ISDs.

NOW, BE IT FURTHER RESOLVED that the Superintendent is directed to keep the Board of Education informed of any actions taken under this emergency authority as soon as is practicable in light of the circumstances.

NOW, BE IT FURTHER RESOLVED that the temporary powers authorized by this Resolution are in effect for the duration identified in Executive Order 2020-35 and any subsequent extension of that order, unless otherwise rescinded or extended by the Board upon majority vote.

NOW, BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board of Education's approval of this action and of the authority granted herein.

Adopted and approved this 4th day of **May, 2020**.

Dr. Celeste Hawkins, President, on behalf of
The Ypsilanti Community Schools Board of Education

Date

Annual Audit RFP Presentation

Presented by Priya Nayak

April 27, 2020



Stronger Together

Agenda

- RFP Requested by Business Office
- RFP Received By Business Office
- Evaluation Results
- Recommendation by the Business Office



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Audit RFP Requested

- Business office placed an ad with MLive during the week of March 22, 2020
- Business Office accepted the bids until April 15, 2020



Stronger Together

Audit RFP Bid Opening

- Business office received two bids during these weeks
 - Yeo and Yeo
 - Plante Moran
- Officially opened the bids:
 - April 15, 2020 at 12 pm.



Stronger Together

Audit RFP Evaluation

- We have evaluated both the companies based on the following criteria and assigning points to each criterion
- Audit RFP was evaluated by Priya Nayak, Barbara Boone, Aaron Rose, and Randy Trent.



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Audit RFP Evaluation Criteria

- A. Staff Training
- B. Price of Service
- C. Number of Audit Staff
- D. Number of School Districts Audited by the Firm
- E. Involvement in School Organization
- F. Local Audit Team



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Audit RFP Evaluation Criteria

YEO and YEO	Plante Moran
\$35,100.00	\$41,000.00
\$36,100.00	\$41,800.00
\$37,100.00	\$42,650.00
\$38,100.00	Will give us the price if we are
\$39,100.00	interested in extending the contract



Stronger Together

Audit RFP Evaluation Result

- We also followed up with the references that was provided by the Company.
- Based on the evaluation results and the references, Business office would like to recommend:
 - Yeo and Yeo



Stronger Together

What Questions might you have?



Stronger Together

**PROPOSAL
TO PROVIDE
INDEPENDENT
AUDIT SERVICES**

**Ypsilanti Community
Schools**

DUE DATE
April 15, 2020
Proposal Effective for 90 Days

PREPARED BY
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Ann Arbor, MI 48108
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April 13, 2020

Priya Nayak, Director of Business and Finance
Ypsilanti Community Schools
Business Services
1885 Packard Road
Ypsilanti, MI 48197

Thank you for considering Yeo & Yeo for your auditing needs. We are pleased to provide this proposal for your audit work for the fiscal years ending June 30, 2020, through 2024.

Yeo & Yeo is a progressive and innovative firm that is among the leading certified public accounting and consulting firms in the country. The following key points highlight our qualifications:

- Yeo & Yeo ranks #1 in performing public school district audits in Michigan. The firm serves more than 80 public school districts, academies, charter schools and ISDs.
- With our award-winning YeOLEAN | Audit process our clients recognize greater efficiency, timely turnaround and overall ease in the audit.
- A clear position of leadership among regional providers of auditing, accounting, business consulting, employee benefits, technology and tax services.
- Members of the firm's Education Services Group are frequent presenters at state and local education conferences and trainings.
- We perform reviews for the Certificate of Achievement for Excellence in Financial Reporting program.
- Our Education CPAs serve on the Michigan Department of Education's 1022 Manual Committee and its Single Audit Referent Group to stay ahead of GASB pronouncements.

Yeo & Yeo has the technical knowledge and experience required to furnish the auditing services that you are requesting. We adhere to the highest standards of quality and are committed to serving you in a timely and efficient manner.

We look forward to the opportunity to work with you. When evaluating, we ask that you and your evaluation team kindly review our education resources along with reading your written proposal. To review our resources, visit www.yeoandyeo.com/education.

Again, thank you for the opportunity. If you have questions, you may direct them to me. I am authorized to make representations for the firm.

Sincerely,


Brian Dixon, CPA
Principal, Yeo & Yeo
bridix@yeoandyeo.com

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Attachment:

Proposal Form

INDEPENDENCE

Yeo & Yeo is independent of Ypsilanti Community Schools as defined by generally accepted auditing standards and the U.S. General Accounting Office’s Government Auditing Standards.

We are not aware of any conflicts of interest related to Ypsilanti Community Schools or any of its agencies or component units for the past five (5) years and have quality control procedures in place to address any items or circumstances that may arise.

LICENSE TO PRACTICE IN MICHIGAN

Yeo & Yeo is licensed by the State of Michigan, Department of Licensing and Regulations, to practice public accounting in the State of Michigan. All key professional staff assigned are properly licensed to practice in the State of Michigan.

DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

The company or any of its employees is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this contract.

FIRM QUALIFICATIONS AND EXPERIENCE

Yeo & Yeo has grown from a family-owned business to being among the Top 100 certified public accounting and consulting firms in the country. Our team of 26 Principals and more than 200 professionals provide comprehensive solutions for individuals, businesses, school districts, units of governments and nonprofit entities.

Yeo & Yeo is a full-service firm, providing accounting, auditing, business consulting and tax services for businesses and organizations throughout Michigan since 1923. With the support of Yeo & Yeo Computer Consulting, Yeo & Yeo Medical Billing & Consulting, and Yeo & Yeo Wealth Management, we have created a strong network of professionals available to consult and proactively propose solutions for our clients.

The firm has nine offices throughout Michigan that are easily accessible to our clients with multiple locations. With locations in Alma, Ann Arbor, Auburn Hills, Flint, Kalamazoo, Lansing, Midland, Saginaw and Southgate, the firm is positioned to provide local, hands-on service. The firm’s audit team consists of 45 auditors.

Yeo & Yeo’s most recent external peer review was for the period ended August 31, 2019. The pass report is the highest possible mark. The peer review letter follows:



Report on the Firm's System of Quality Control

To the Principals of Yeo & Yeo, P.C. and the Peer Review Committee of the Michigan Association of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Yeo & Yeo, P.C. (the "firm") in effect for the year ended August 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/summaries. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act and audits of employee benefit plans.

As part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Yeo & Yeo, P.C., in effect for the year ended August 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. Yeo & Yeo, P.C. has received a peer review rating of pass.

By: [Signature] Edward Company, S. C. P.

CERTIFIED PUBLIC ACCOUNTANTS

Roanoke, Virginia
January 13, 2020

Yeo & Yeo has no issues with any federal or state desk reviews or field reviews of it audits during the past three years.

Yeo & Yeo has not had any disciplinary action taken or pending during the past three years with state

PARTNER, SUPERVISORY AND STAFF QUALIFICATIONS AND EXPERIENCE

Your project will be staffed with individuals who collectively possess the necessary skills in financial management, accounting and auditing, technology, internal controls, and compliance with laws and regulations, together with knowledge of governmental regulatory requirements. The following individuals will be assigned to your audit team.



Brian DIXON
CPA | Principal
Principal-in-charge



Michael GEORGES
CPA | Principal
Concurring Reviewer



Timothy CROSSON, JR.
CPA | Senior Manager



Taylor DIENER
CPA | Manager



Mitchell KENNEDY
CPA | Senior

All audits include two partners to ensure accuracy and engagements and comply with audit standards.

CURRICULUM VITAE

Curriculum Vitae Brian Dixon, CPA Principal



Education

- Bachelor of Accounting, Northwood University, 1998
- **Professional Certifications**
- Certified Public Accountant since February 2002

Professional Memberships

- Michigan Association of Certified Public Accountants
- American Institute of Certified Public Accountants
- Business Network International in Saginaw
- Healthcare Financial Management Association
- Leading Edge Alliance, Audit and Assurance Special Interest Group
- Leading Edge Alliance, Nonprofit Special Interest Group
- Michigan School Business Officials

Specialty Areas

- Audits of healthcare organizations
- Audits of local school districts
- Audits of not-for-profit organizations
- Audits of small businesses
- Audits under government auditing standards
- Single audits under 2 CFR, 200

Experience

- Yeo & Yeo (1998 to present)
Principal, 2012
Senior Manager, 2008
Audit & Assurance Services
Healthcare, Education & Audit Teams

Community Service

- Saginaw Area Jaycees – Member, Past President & Treasurer
- Frankmunth Credit Union – Treasurer of the Board
- Saginaw Public Schools Foundation – Treasurer of the Board
- United Way of Saginaw County – Treasurer of the Board
- Leadership Saginaw Alumnus
- Saginaw Area Jaycees Foundation – Board Member

Presenter

- Various in-house trainings
- School District Accounting and Auditing Update at MCPA Conference, 2012
- Single Audit Update-“Be Prepared for Year-End” at MSBO Conference, 2013
- School District Accounting and Auditing Update at SVSBO Conference, 2013, 2014, 2015, 2016, 2017
- School District Accounting and Auditing Update at MSBO Conference, 2015
- Top Audit Issues for Community Health Centers at MCPA Finance Managers Forum, 2013
- Major Changes to Federal Award Requirements at MCPA Finance Managers Forum, 2014
- School District A-133 Update at SWMSBO, 2015
- District-Wide Conversion and Financial Statement Preparation at SWMSBO, 2015
- Ask The Auditor at MSBO Conference 2017

Publications/Articles Published

- Nonprofit Perspectives newsletter, “Cafeteria Plans”

Training

- Tax Training
- Accounting, Auditing & Assurance
- School Update
- MSBO Business Manager/CPA Workshop
- MSBO Annual Conference
- Healthcare Financial Management Association Update
- Healthcare Training
- LEA Audit & Assurance SIG
- Non-Profit Training
- Audit Clarity Training
- Uniform Grant Guidance Training

Top 5 Strengths as Identified by CLIFTON STRENGTHS FINDER™

1. Harmony
2. Responsibility
3. Achiever
4. Deliberative
5. Focus



CPA & BUSINESS CONSULTANTS

Curriculum Vitae Michael A. Georges, CPA Managing Principal



- Education**
- BBA University of Michigan-Dearborn, 1979

- Professional Certifications**
- Certified Public Accountant since 1982

- Experience**
- Yeo & Yeo PC; January 2014-Present
Managing Principal-in-charge
 - Hungerford & Co.; 1980-2013
Managing Partner; merged with Yeo & Yeo

- Professional Memberships**
- American Institute of Certified Public Accountants
 - Michigan Association of Certified Public Accountants
 - Michigan School Business Officials
 - Southern Wayne County Chamber of Commerce

- Areas of Concentration**
- Not-for-profit
 - Single audits under 2 CFR 200
 - Municipalities
 - Local school districts
 - Small to medium sized businesses

- Community Service**
- Past Treasurer and current Board Member, Grosse Ile Educational Foundation
 - Past President and current Board Member, Child's Hope

- Training**
- Yellow Book training
 - School District Updates, annually
 - Tax Updates, annually
 - Audit Standards Course

Top 5 Strength's as Identified by CLIFTON STRENGTHSFINDER™

- Positivity
- Relator
- Communication
- Achiever
- Arranger

Curriculum Vitae Timothy P. Crosson, Jr., CPA Senior Manager



- Education**
- BBA in Accounting, University of Michigan-Dearborn, 2007

- Professional Certifications**
- Certified Public Accountant

- Professional Memberships**
- American Institute of Certified Public Accountants
 - Michigan Association of Certified Public Accountants

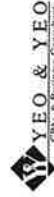
- Specialty Areas**
- Audits of local governmental units
 - Audits of local school districts
 - Audits of not-for-profit organizations
 - Audits of healthcare organizations
 - Audits under government auditing standards
 - Audits under Uniform Guidance (single audits)

- Experience**
- Yeo & Yeo, P.C.; April 2019, Senior Manager
 - Yeo & Yeo, P.C.; January 2014
Manager
 - Hungerford & Co.; 2008-2013
Senior Accountant; merged with Yeo & Yeo

- Community Service**
- Community Choice Credit Union
Vice Chairman, 2016
 - Board Member, 2015
 - Community Choice Foundation
Vice Chairman, 2017
 - Secretary, 2016
 - Board Member, 2015
 - NiPath Community Credit Union
Board Member, 2014, merged with CCCU

Top 5 Strength's as Identified by CLIFTON STRENGTHSFINDER™

- Learner
- Restorative
- Command
- Responsibility
- Intellection



Curriculum Vitae
Taylor Diener, CPA
Manager



- Education**
- BBA Accounting, Northwood University, May 2012

- Professional Certifications**
- Certified Public Accountant, November 2013

- Professional Memberships**
- American Institute of Certified Public Accountants
 - Michigan Association of Certified Public Accountants

- Specialty Areas**
- Local school districts and intermediate school districts
 - Audits under government auditing standards
 - Single audits under the Uniform Grant Guidance
 - Non-for-profit organizations

- Experience – Yeo & Yeo, 2012**
- July 2017, Manager
 - June 2014, Senior Accountant

- Community Service**
- Treasurer of Saginaw JAYCEES
 - Member of Great Lakes Bay Animal Society
 - Member of National Association of Career Women

- Training**
- Michigan School Business Officials Annual Conference
 - School Updates
 - Accounting and Auditing Update
 - Non-profit Training
 - Single Audit

Top 5 Strength's as Identified by CLIFTON STRENGTHS DISCOVER™

1. Relator
2. Competitor
3. Intellection
4. Impact
5. Futuristic

Curriculum Vitae
Mitchell Kennedy, CPA
Senior Accountant



- Education**
- Bachelor of Business Administration, Saginaw Valley State University, 2018

- Professional Certifications**
- Certified Public Accountant, October 2018

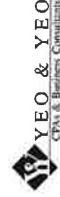
- Professional Memberships**
- American Institute of Certified Public Accountants
 - Michigan Association of Certified Public Accountants
 - Saginaw County Chamber of Commerce
 - Saginaw Young Professionals Network
 - Yeo Young Professionals Network
 - Saginaw Valley Young Professionals Network – Community Services Committee

- Specialty Areas**
- Audits of local governmental units
 - Audits of local school districts
 - Audits of not-for-profit organizations
 - Audits under Government Auditing Standards (GAS)
 - Audits of Federal Awards

- Experience – Yeo & Yeo**
- 2017 - Audit & Tax Intern
 - 2018 - Staff Accountant
 - 2019 - Senior In-Charge

- Community Involvement**
- Saginaw Valley Young Professionals Network – Community Service Committee

- Training**
- Data Extraction Software (IDEA)
 - Single Audit Training -annual
 - For Profit Training -annual
 - Government Specific Training -annual
 - School Updates Training – annual



SPECIFIC AUDIT APPROACH

YeoLEAN | AUDIT. Delivering Better Client Service.
YeoLEAN transforms the audit process. With YeoLEAN | Audit, a **Lean Six Sigma-based** audit process, our clients realize greater efficiency and overall ease in the audit engagement. **Our professionals come on-site with one project in mind — yours.**

Experience quicker turnaround time, thorough communication, and a structured workflow for maximum efficiency. Our Award-winning process is more than applying concepts to improve processes, but rather a cultural change of focusing on audit value and continuous improvement. The audit will be performed in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*.



Preplanning

Proper planning will assist in determining the information to be gathered during the audit process. Preplanning includes a meeting with management and the audit committee to determine the logistics of the audit.

Planning

Proper planning assists us in developing an audit plan that focuses on key areas and issues. The planning phase of the audit will include the following to be used in risk assessment:

- Gathering information about the organization and environment
- Reviewing prior year audit results
- Identifying unusual and unexpected financial trends
- Obtaining an understanding of internal controls at both the entity and activity level
- Walking through significant transaction classes
- Consider management override of controls

Risk Assessment

This phase of the audit will include assessing the risk of material misstatement of the financial statements:

- Identifying significant audit areas
- Identifying significant and fraud risks using information gathered during the planning process
- Discussions with employees, management and the Board
- Assessing risk by audit assertion (existence/occurrence, rights and obligations, completeness, valuation, allocation and cutoff) for account balances
- Utilization of data extraction software

Audit Plan

The audit plan will be developed to cover the significant audit areas and the risks identified during the risk assessment process. This is the core of the audit and ensures the audit is tailored to your specific needs. This is not a one-size-fits-all audit.

Single Audit

Evaluation and testing of internal controls and compliance of federal awards will be performed in accordance with the 2 CFR 200 compliance supplement and Government Auditing Standards issued by the Comptroller General of the United States. We provide specific testing and risk assessment for each major program based on the fourteen compliance areas.

Reporting

We will prepare the financial statements and disclosures from the trial balance and information that you provide to us.

The following reports will be provided:

- Opinions on the financial statements in accordance with generally accepted auditing standards.
- Internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Government Auditing Standards.
- Compliance with requirements applicable to each major program and on internal control over compliance in accordance with 2 CFR 200.

We will report to those in charge of governance in accordance with professional standards. Management comments will be prepared to provide management with the opportunity to strengthen internal controls and operating efficiency.

The financial statements and communication letter will be reviewed with management before they are finalized to ensure that information has been appropriately interpreted and recommendations are practical.

IDENTIFICATION OF ANTICIPATED POTENTIAL AUDIT PROBLEMS

This identifies and describes any anticipated potential audit problems, the firm's approach to resolving these problems/issues and any special assistance that will be requested from Ypsilanti Community Schools.

1. Information Not Ready

We will have open communication during the audit to help prevent this but will schedule the audit as planned and we can be flexible with the timing. We will also contact management as soon as any issues arise.

2. Additional Charges for Services

Should additional services/assistance be necessary, we will discuss with management and get approval prior to charging for any additional services.

3. Uncooperative Employees

We will discuss this issue with the appropriate level of management.

4. Surprises

Management will receive draft reports of any comments, recommendations, or findings to make sure facts are correct, and corrective action is appropriate.

5. Timeline

If our timeline for the presentation is ever in jeopardy, we will communicate this to the appropriate level of management immediately.

6. Staffing/Personality Issues

We ask that if you encounter any issues with our staff, whether it be a new staff member, a manager, or a partner that you contact the appropriate level of management so that we can make a decision that will benefit Ypsilanti Community Schools.

CLIENT RESPONSIBILITIES

- Agreement with due dates for items on Client Assistance List
- Work papers should be in Excel, Word or PDF format
- Trial balance and budget for each fund as of year-end
- Schedules, reconciliations and supporting documentation for each balance sheet account as of year-end
- Schedules and supporting documents for revenue and expense accounts as determined
- Completion of an "internal control audit organizer"
- Written policies and procedures
- Supporting documents for various walk-throughs, tests of transactions and compliance as specifically requested
- Confirmations as requested
- Copies of notes, leases and agreements in effect during the year and at year-end
- Required certifications
- Minutes for each board meeting held during the period under the audit and all subsequent minutes to meetings prior to the report date
- Organization chart
- List of all board members, management and any other known related parties
- Prepare Management Discussion & Analysis
- Schedule of Federal Awards (SEFA), or oversight in preparing of the SEFA
- Oversight in the preparation of the financial statements, District-wide conversion entries, and data collection form
- Additional information for single audit major program testing

REPORT FORMAT

Website for examples/reports of our past financial statements: www.michigan.gov/treasury

YEO & YEO HIGHLIGHTS

Yeo & Yeo is among the largest audit, tax and consulting firms in Michigan serving government, education and nonprofit entities as well as individuals and privately held companies with forward-thinking, proactive business solutions.

26 PRINCIPALS

200+ SERVICE AND INDUSTRY SPECIALIZED PROFESSIONALS

4 COMPANIES

Yeo & Yeo CPAs & Business Consultants
Yeo & Yeo Computer Consulting
Yeo & Yeo Medical Billing & Consulting
Yeo & Yeo Wealth Management

OUR FIRM

9 OFFICES THROUGHOUT MICHIGAN

Alma
Ann Arbor
Auburn Hills
Flint
Kalamazoo
Lansing
Midland
Saginaw
Southgate

SINCE 1923

TECHNOLOGY SOLUTIONS

Yeo & Yeo Computer Consulting resolves business management issues with technology solutions to include cybersecurity and security awareness training, network solutions, cloud services, virtualization, hardware procurement, managed services, software, custom programming, ergonomic solutions, and more.



INTERIM STAFFING

Our strategic partner Pronexus LLC, supports the offices of the C-Suite using a unique blend of engagement models, including consulting, project support, outsourcing/co-sourcing, and staff augmentation with immediate access to interim CFOs, CIOs, and other interim management roles that support the CFO or CIO.



INTERNATIONAL REACH

Yeo & Yeo is a member of PrimeGlobal, a global association of independent accounting firms. Through PrimeGlobal, independent member firms offer the strength and capabilities of a large, worldwide organization with technical depth and geographic reach impossible for a local firm alone.

Stats as of April 2020.

88 COUNTRIES	817 OFFICES	286 MEMBER FIRMS
\$2.65 BILLION - COMBINED REVENUE		22,567 PROFESSIONAL STAFF
2,338 PARTNERS		

OUR AWARDS

Inside Public Accounting Top 200 National Accounting Firms List
LEA Global Process Improvement Award | Yeo LEAN Audit Process

LEA Global Innovative Firm Award | YeoConsults

Best and Brightest Companies to Work for | West Michigan & Metro Detroit
Michigan Best and Brightest in Wellness

Crain's Detroit Business Book of Lists | Largest Accounting Firms
Accounting MOVE Project Best Public Accounting Firms for Women



OUR CORE VALUES

MISSION: OUTSTANDING BUSINESS SOLUTIONS

Yeo & Yeo fulfills its mission by upholding our 6 fundamental core values.

- Be proactive and exceed client expectations
- Absolute integrity and honesty in all relationships
- Long-term success of clients, employees and the company
- Family-focused work environment
- Commitment to the communities with time, talent and financial support
- Commitment to delivering lifetime learning opportunities and personal growth

OUR PEOPLE

GIVING BACK

Our professionals selflessly volunteer thousands of hours annually to charitable, civic and professional organizations where we live, work and play.

Serve over **380** NONPROFIT CLIENTS
Support over **300** SPONSORSHIP & CHARITABLE Requests Annually



TECHNICAL EXPERTISE



Training Manager

Dedicated full-time, CPA credentialed technical trainer ensuring all professionals receive high-quality ongoing training throughout their careers.

EDUCATION INDUSTRY STRENGTH

As CPAs and professional staff, we are required to satisfy certain minimum continuing professional education requirements for State CPA licensing, AICPA Peer Review and Governmental Auditing Standards issued by the U.S. Comptroller General. Yeo & Yeo is dedicated not only to satisfying those requirements, but also to providing our audit clients with staff who are knowledgeable in the accounting and auditing environments of their assignment.

Governmental Audit Quality Center (GAQC) Member

Yeo & Yeo is a member of the AICPA's Governmental Audit Quality Center (GAQC) committed to adhering to the highest standards in performing quality government audits. As a benefit of GAQC membership, our audit professionals have access to the latest notices and advice regarding audit, accounting and regulatory issues. In turn, Yeo & Yeo will keep you informed of important issues and best practices.

Actively Involved

Our audit professionals and members of Yeo & Yeo's Education Services group are actively involved in industry associations that keeps us on the forefront of industry and regulatory issues and also allows us to share our expertise as frequent presenters and trainers.

- Association of School Business Officials
- Michigan Association of Superintendents & Administrators
- Michigan Association of School Boards
- Michigan School Business Officials

Comprehensive Solutions

We work hard to understand every part of your school from traditional accounting and auditing services to GASB requirements, funding changes and internal controls. Our services are tailored to meet your unique needs. Additional services clients of Yeo & Yeo can benefit from include, but are not limited to:

- GASB implementation
- Education management consulting
- Software solutions
- Cybersecurity
- Fraud prevention and investigation
- Internal controls
- Funding changes
- Interim controllership
- Training

Thought Leadership

Yeo & Yeo keeps you informed about important issues affecting your organization and provides the training and resources you need to achieve excellence. These are communicated to our clients through client trainings, webinars, newsletters, blog, email alerts and social channels.



eNewsletters

Yeo & Yeo sends monthly advisor newsletters containing relevant and timely content specific to education. You can count on the newsletter to provide you a CPA perspective on topics important to you.



eAlerts

For time sensitive and urgent communication, Yeo & Yeo sends need-to-know information directly to clients through email alerts. This will keep you updated on standard changes and important deadlines.



Blog

Yeo & Yeo regularly updates it's blog with information relating specifically to governments as well other useful information for human resources and individuals. Yeo & Yeo posted over 250 articles for our clients in the last year.



Client Trainings & Webinars

In order to best serve our clients, Yeo & Yeo offers clients trainings on key topics such as GASB Implementation, Uniform Grant Guidance and Technology among many other topics.



Audit Resource Center

Reference Yeo & Yeo's robust Audit Resource Center located on the firm's website. The Audit Resource Center contains articles, additional tools, aids and resources.

Visit yeoandyeo.com to download our thought leadership relevant to the Education Industry.

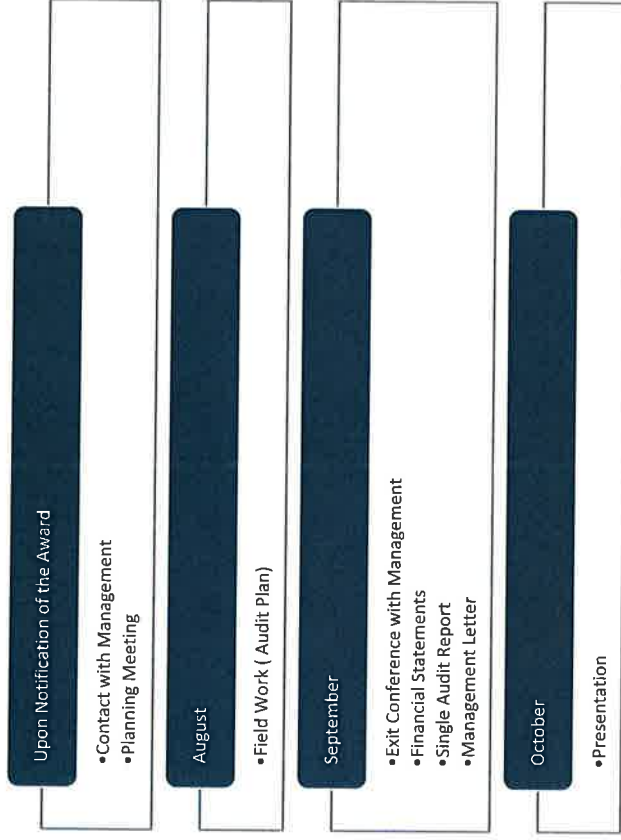


Other Qualifications

- Yeo & Yeo is licensed by the State of Michigan, Department of Licensing and Regulations, to practice public accounting in the State of Michigan. All key professional staff assigned are properly licensed to practice in the State of Michigan.
- Yeo & Yeo meets the independence requirements of Governmental Auditing Standards.
- Yeo & Yeo meets the GAO independence standards for *Audits of Governmental Organizations, Programs, Activities and Functions* and the GAO continuing education standards.
- Yeo & Yeo meets the continuing education and external quality control requirements of Governmental Auditing Standards.
- Yeo & Yeo does not have a record of substandard audit work.
- We are not aware of any conflicts of interest related to Ypsilanti Community Schools and have quality control procedures in place to address any items or circumstances that may arise.
- Yeo & Yeo is independent of Ypsilanti Community Schools and the component unit as defined by generally accepted auditing standards and the U.S. General Accounting Office's Government Auditing Standards.
- We follow the American Institute of Certified Public Accountants' *Interpretation 501-3, Failure to Follow Standards and/or Procedures or Other Requirements in Governmental Audits*.

Schedule

We schedule audits at a time that is mutually agreeable with our clients. The proposed timeline for your audit is as follows:



PROFESSIONAL FEES CLARIFICATION

Fees are based on standard hourly rates plus out-of-pocket costs and the time anticipated to complete the audit. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit.

The bid is based on our estimate of the time required to audit Ypsilanti Community Schools under normal circumstances. Adequate, reconciled supporting data must be readily available to maintain and/or reduce overall cost of a properly conducted financial and compliance audit. Our firm is dedicated to this cause and is foremost interested in developing public trust of Ypsilanti Community Schools as well as our firm's reputation.

Beyond June 30, 2024, Yeo & Yeo provides Ypsilanti Community Schools the option for an engagement extension. Upon receiving an extension request, Yeo & Yeo will provide Ypsilanti Community Schools an updated engagement letter outlining fees for the extended engagement option.

The bid includes advice and answers to questions regarding accounting procedures and/or content of the audit report throughout the year that are brief in nature and do not require research.

We consider the services to be provided as a fixed fee engagement. As such, we consider overruns to be our responsibility. For example, if we incur additional time to gain a better understanding of a program or to satisfy ourselves on an issue, our philosophy is that there should be no additional costs to the client. Our planning process reduces the risk of overruns during the course of the audit.

However, if overruns are a result of our determination that not all information has been provided, the inability of staff to provide us with the necessary information to conduct the audit, delays in the process on your part, or new pronouncements or audit requirements not in effect at the time of the proposed fee, we would discuss these issues with you to consider the need for additional billings. In such a case, any overruns would be discussed with you as soon as discovered and an agreement reached before any additional billings would occur. Any costs incurred as a result of requests by federal overseers would also be absorbed by us unless they were unusual and significant. In such a case, we would discuss them with you and come to an agreement on additional fees prior to undertaking the work. *We assure that you will have no surprises.*

WHY CHOOSE YEO & YEO

Michigan's Audit Leader

At Yeo & Yeo, we understand that you want to work with professionals that can help you navigate your state and federal compliance requirements. We specialize in school district audits and have an **award-winning audit process** to help our clients maximize efficiency. The following sets Yeo & Yeo apart:

OUR PEOPLE. All of Yeo & Yeo's experts choose their career path through personal experience and interest making them extraordinarily dedicated to their work. Yeo & Yeo is known for its exceptional service, professional staff and the enjoyable experience you will have while working with them.

INDUSTRY EXPERIENCE. Our statewide firm has over **25 dedicated education auditors** that provide **services to more than 80 public school districts, academies, charter schools and ISDs.** We have the knowledge and insight to recognize opportunities and identify specific areas of your organization that can be strengthened.

TIMELY COMMUNICATION. Our start to finish scheduling process ensures accurate pre-planning for a smooth transition. Our clients know what to expect when we arrive on site. We make it a priority to provide frequent updates and communication throughout the entire engagement.

STAFF CONTINUITY. It's Yeo & Yeo's philosophy to maintain the same staff on our engagements year after year to increase efficiency and client satisfaction.

Thank you for considering Yeo & Yeo.

We appreciate the opportunity to present this proposal and are committed to helping you achieve your goals.

Please contact me, Brian Dixon at 800.968.0010 with any questions or comments you may have.

PARTNER INVOLVEMENT. We maintain the same partners on engagements year-after-year allowing you to develop valuable, time-saving relationships. Your dedicated partner-in-charge will be available to you during the audit. A concurring partner will provide a high-level overview for quality control.

QUALITY. Our peer reviews have demonstrated a consistent approach to high-quality audits. You can depend on the accuracy and quality of our work.

CLIENT EDUCATION. We provide complimentary trainings and regular updates of accounting developments and changes in standards so that our clients have the most up-to-date information. Yeo & Yeo authored articles, eBooks, monthly newsletters and email alerts are issued for news that impacts you.

COMPREHENSIVE SOLUTIONS. Our clients appreciate that we provide solutions beyond the audit.

COMMUNITY SERVICE. It's our passion to invest time, talent and resources in the communities where we live, work and play.

DUE: Wednesday, April 15, 2020 @ 12:00 a.m.
PROPOSAL: RFP - Professional Audit Services

PROPOSAL FORM

We propose to furnish Professional Audit Services for Ypsilanti Community Schools in accordance with these specifications:

	Comprehensive Annual Financial Report/Single Audit	Annual Financial Report/Single Audit
June 30, 2020	\$35,100	\$31,600
June 30, 2021	\$36,100	\$32,600
June 30, 2022	\$37,100	\$33,600
June 30, 2023	\$38,100	\$34,600
June 30, 2024	\$39,100	\$35,600

BIDDER'S FIRM NAME Yeo & Yeo, P.C.

ADDRESS 1450 Eisenhower Place

CITY/STATE Ann Arbor, MI **ZIP** 48108

TELEPHONE 800.968.0010 **FAX #** 734.996.3777

SIGNED BY  **TITLE** Principal

TYPED NAME Brian Dixon, CPA **DATE** April 13, 2020

E-MAIL ADDRESS bridix@yeoandyeo.com

FIRM: LIST FIVE (5) CURRENT MICHIGAN SCHOOL DISTRICTS FOR REFERENCES:

Avondale School District School District	Frank Lams Person to Contact	248-537-6000 Phone Number
Berkley School District School District	Larry Gallagher Person to Contact	248-837-8028 Phone Number
Hamtramck Public Schools School District	Sherry Lynem Person to Contact	313-872-9270 ext 201 Phone Number
Royal Oak Schools School District	Kathy Abela Person to Contact	248-435-8400 Phone Number
Waterford School District School District	Bill Holbrook Person to Contact	248-682-0524 Phone Number

EXCEPTIONS TO SPECIFICATIONS:

Interested firms will note in this space only any additional information, criteria or contingencies affecting the proposal, understanding that this additional information, criteria or contingency may be utilized in the evaluation process and subsequent award.

None

QUALIFICATIONS

01. Location of the office that will be performing the audit
1450 Eisenhower Place, Ann Arbor, MI 48108

02. Number of Michigan school district audits and single audits your firm conducted in each of the last 6 years (attach a list).

Last year 81

Prior year 88

03. Number of other governmental (fund accounting) audits your firm has conducted in each of the last 6 years (attach a list).

Last year 69

Prior year 68

04. Provide a list of your firm's involvement in school district type organizations, i.e. Legislative and Department of Education Committees, Michigan School Business Officials, Association of School Business Officials, MICPA Committees, AICPA Committees.
ASBO Certificate of Excellence in Financial Reporting Program, GFOA Certificate of Achievement for Excellence in Financial Reporting, Michigan Department of Education 1022 School Accounting Manual Referent Group, Michigan Department of OMB Referent Group, Michigan Government Finance Officers Association Standards Committee, Michigan School Business Officials, Regional School Business Officials, Michigan Association of School Boards

05. Please list specific school district audit training supplied to your staff in the last two years.
In-house training is provided specifically related to school districts. Yeo & Yeo has a full-time technical trainer devoted to the auditing and accounting staff. In addition, staff and Principals are encouraged to attend MICPA and MSBO training. Eight hours each of School Update, Single Audit, Single Audit-Advanced, Beginner School Auditors is performed on an annual basis.

06. Number of total audit staff (do not include tax, consulting services or clerical personnel).
Number of audit staff 55
Number of audit staff with CPA certification 28

07. Number of staff as defined in the question above who were directly involved in a significant portion of the audit of a public school in the last two years.

08. Of your staff assigned in audits of school districts, how many years of experience have they had performing such audits (total and with your firm)?

40 years

09. What type of consultation and other services do you provide to your clients on an annual and ongoing basis at no additional cost?

We will offer positive alternative solutions to improve fiscal management. The auditor will advise the accounting office in writing of any changes in accounting procedures to assist with the ongoing compliance with the latest recommendations. We routinely consult with our school district clients throughout the year at no additional cost. If your question requires research or a written response on our part, it is billed at our standard hourly rates, which depends on the levels of staff necessary to complete the assignment.

10. Indicate other fee-based services that are available to your school district audit clients.

We offer many services to our clients including IT consulting, internal control studies, inventory observation and testing, activity and athletic fund testing, human resources consulting, hiring and interviewing, business office structure analysis, just to name a few.

11. Please share your customer community engagement policy and/or philosophy.

Yeo & Yeo fulfills its mission by upholding the following core values; to be proactive and exceed client expectations; absolute integrity and honesty in all relationships; long-term success of clients, employees and the company; family-focused work environment; commitment to the communities with time, talent and financial support; commitment to delivering lifetime learning opportunities and personal growth.

SWORN AND NOTARIZED FAMILIAL DISCLOSURE STATEMENT

FAMILIAL DISCLOSURE AFFIDAVIT

The undersigned, the District or authorized office of the below-named firm (the "Firm"), pursuant to the familial disclosure requirement provided in Ypsilanti Community School's Request for Proposals for Financial Audit Services, hereby represents and warrants that, except as provided below, no familial relationship exists between the District or key employee of the Contractor, and any member of the Ypsilanti Community School Board or the Ypsilanti Community School District's Superintendent. A list of the School District's Board of Education Members and its Superintendent may be found at www.yeschools.us

List any Familial Relationships:

None

Firm:

Yeo & Yeo, P.C.

Print Name of Firm

By:

Brian Dixon

Its: Principal

Subscribed and sworn before me, this 13th day of April, 2020. Seal:

day of April, 2020, a Notary Public
in and for Saginaw County, Michigan

Chloe C Cooper
(Signature) NOTARY PUBLIC

CHLOE C COOPER
Notary Public, State of Michigan
County of Saginaw
My Commission Expires Nov. 28, 2021

Acceptance of Proposal

The undersigned agrees to execute a Contract for work covered by this Proposal provided he is notified of its acceptance within sixty (60) days after the opening of the Proposal.

It is agreed that this bid will not be withdrawn until after 120 days after receipt of bids.

The undersigned affirms that the bid was developed without any collusion, undertaking, or agreement, either directly or indirectly, with any other bidder(s) to maintain the prices of indicated work or prevent any other bidder(s) from bidding the work.

BIDDER'S FIRM NAME Yeo & Yeo, P.C.

BUSINESS ADDRESS 1450 Eisenhower Place
Ann Arbor, MI 48108

TELEPHONE NUMBER 800.968.0010

FAX NUMBER 734.996.3777

BY (SIGNATURE) *Brian Dixon*

PRINTED NAME Brian Dixon, CPA

TITLE Principal

SIGNED THIS 13 DAY OF April, 2020

E-MAIL ADDRESS bridix@yeoandyeo.com

**CERTIFICATION OF COMPLIANCE – IRAN ECONOMIC SANCTIONS
ACT**

Michigan Public Act No. 517 of 2012

The undersigned, the District, or authorized officer of the below-named Company, pursuant to the compli certification requirement provided in Ypsilanti Community School's Request For Proposal, the "RFP", he certifies, represents, and warrants that the Company and its officers, directors and employees, is not an ' Linked Business" within the meaning of the Iran Economic Sanctions Act, Michigan Public Act No. 517 of: (the "Act"), and that in the event the Company is awarded a contract by Ypsilanti Community School as a r of the aforementioned RFP, the Company is not and will not become an "Iran Linked Business" at any during the course of performing any services under the contract.

The Company further acknowledges that any person who is found to have submitted a false certificatio responsible for a civil penalty of not more than \$250,000.00 or two (2) times the amount of the contrac proposed contract for which the false certification was made, whichever is greater, the cost of Ypsil Community School's investigation, and reasonable attorney fees, in addition to the fine. Moreover, any per who submitted a false certification shall be ineligible to bid on a request for proposal for three (3) years from date the it is determined that the person has submitted the false certification.

Firm: Yeo & Yeo, P.C.
Print Name of Firm

By: [Signature]

Its: Principal

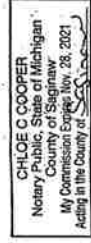
Subscribed and sworn before me, this 13th Seal:

day of April, 2020, a Notary Public

in and for Saginaw County, Michigan

Chloe C Cooper
(Signature)

NOTARY PUBLIC



My Commission expires 11/23/21

Make the mark.

Ypsilanti Community Schools | April 15, 2020
Professional Audit Services Proposal



Plante & Moran, PLLC
Suite 400
1000 Oakbrook Drive
Ann Arbor, MI 48104
Tel: 734.665.9494
Fax: 734.665.0664
plante@moran.com

April 15, 2020

Ms. Priya Nayak
Ypsilanti Community Schools
1885 Packard Road
Ypsilanti, MI 48197

Ms. Nayak:

We are excited for the opportunity to be the professional audit services provider for Ypsilanti Community Schools (the "District").

What are you looking for in your new auditor? We suspect **credibility** and **quality** are high on your list. A school district such as Ypsilanti Community Schools needs an audit firm whose name is respected in the community, with federal and State of Michigan agencies, and in the financial sector. *Plante Moran is dedicated to maintaining high professional standards and quality performance.*

We'll hit the ground running, **providing service and value** beyond your expectations. Our annual client satisfaction surveys attest to the personal service we provide.

We don't just check boxes — we want to be your first call when you need an expert perspective on the District's goals and challenges to complementary CPE training to keep your staff and Board up to speed on quickly changing regulations.

Our proposal describes how we will serve you, what we've done for other clients like the District (which you have experienced firsthand), and specifics on the timeline, fees, and scope of work. We will follow up promptly to answer any additional questions you might have. We look forward to it.

Sincerely,

Handwritten signature of Jeffrey C. Higgins in blue ink.

Jeffrey C. Higgins, CPA
Engagement Partner

Handwritten signature of Jamie L. Essenmacher in blue ink.

Jamie L. Essenmacher, CPA
Engagement Principal

plante moran | Audit, Tax, Consulting,
Wealth Management.



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5-minute executive summary

Ypsilanti Community Schools needs a partner to provide audit services. We use the word "partner" rather than "provider," because that's what you deserve from a professional services firm: a true partnership that's committed not just to the success of this engagement, but to the long-term success of the District.

Here's our roadmap to meeting your needs:



The expertise we bring to the table

Unlike other firms, whose professionals often operate as industry generalists, our team members specialize in serving K-12 clients. Here's what our experience looks like:

- Our K-12 practice serves more than 200 clients, including local and intermediate school districts and public school academies. You can find a list of representative audit-specific clients on pages 35-36. We're also the state's largest school district auditor and the nation's second-largest provider of Single Audits.
- We're leaders and highly active in K-12 professional associations, including MSBO, MASA, and MASA. We lead training sessions on the most pressing topics facing the K-12 industry today. See pages 7-9.
- You'll receive Plante Moran articles, news alerts, and CPE-Eligible webinars on the impact of industry, accounting, and regulatory changes, delivered straight to your inbox. We've included key examples of our thought leadership on page 14.



The approach we'll take to serving you

We'll stay ahead of your challenges. Here's what it's like to work with us:

- **We're your trusted advisor**, ready to serve you at a higher level. We have a proactive, custom approach that aligns with your needs and what's best for your organization. You can count on us to be a highly visible and responsive team. Whether you have a question during your audit, or need advice throughout the year, your Plante Moran advisors are here to help.
- **We go above and beyond to help you succeed.** We're invested in your success; we don't succeed if you don't. From providing guidance and implementation tools to keep you in line with the industry and ahead of changing regulations, to meeting with you frequently one on one, we want to provide exceptional service. Other firms are just "audit professionals" — we're more than that. We're your partners, working with you beyond your audit to help you reach your goals.



Benefits we'll provide to Ypsilanti Community Schools



Multiple face-to-face meetings with your administration and the BOE



Less time required of your internal staff



More face time with senior-level



Greater efficiency



No unwanted surprises



An understanding of industry challenges and regulations

What our clients say about Plante Moran:

We enlist an independent third party to conduct an ongoing survey program to collect feedback from our clients. Here are some of the results:



of clients say we have knowledge of their industry.



of clients feel we invest time to build a relationship with their organization.



of clients say our recommendations are innovative.



of clients believe we provide sound business advice.

Our responses to your questions

Proposal Form

We propose to furnish Professional Audit Services for Ypsilanti Community Schools in accordance with these specifications:

	BASIC FINANCIAL STATEMENTS	SINGLE AUDIT REPORT*	TOTAL
June 30, 2020	\$36,000	\$5,000	\$41,000
June 30, 2021	\$36,700	\$5,100	\$41,800
June 30, 2022	\$37,450	\$5,200	\$42,650

*Assumes two major programs

Notes:

- Our fees assume books, records, and all supporting schedules will be prepared accurately by your staff unless noted above.
- Our estimates include the preparation of financial statements and footnotes using our CaseWare audit software.
- Any services provided outside of the scope of this proposal will be discussed and determined before any billing takes place.
- You will not be billed for routine calls or consultation.
- Our fees will be invoiced monthly as the work is performed and are payable within 30 days.
- If applicable, capital project compliance testing and single audit cost can be charged to the respective fund/program.
- Plante Moran will attend one in-person board meeting or finance committee meeting at year-end.

BIDDER'S FIRM NAME Plante & Moran, PLLC
ADDRESS 1000 Oakbrook Drive, Suite 400
CITY/STATE Ann Arbor, MI ZIP 48104
TELEPHONE NUMBER 734-302-6918 FAX # 248-233-8526
SIGNED BY *Jeffrey C. Higgins* TITLE Partner
TYPED NAME Jeffrey C. Higgins DATE April 15, 2020
E-MAIL ADDRESS Jeff.higgins@plantemoran.com



References

FIRM: LIST FIVE (5) CURRENT MICHIGAN SCHOOL DISTRICTS FOR REFERENCES:

Washtenaw Intermediate School District	Brian Marcel Assistant Superintendent, Administrative and Support Services	734-994-8100
Saline Area Schools	Miranda Owsley Assistant Superintendent of Finance	734-401-4004
Ann Arbor Public Schools	Marios Demetriou Assistant Superintendent Finance & Operations	734-994-2250
South Lyon Community Schools	Stacy Witt Assistant Superintendent of Business & Finance	248-573-8125
Kalamazoo Public Schools	Gary Start Interim Superintendent	269-336-0112

Qualifications

01. Location of the office that will be performing the audit

When it comes to the resources we provide the District, we are not limited to one office. We leverage our K-12 team members who best serve your needs and we do not staff engagements simply because of where staff sit. We have K-12 team members who work out of all our local Michigan offices, including Ann Arbor, Flint, East Lansing, Auburn Hills, Detroit, Southfield, and Macomb. Our service model removes the office-level barriers that are common among other accounting firms. The engagement will be managed by your lead engagement partner from our Ann Arbor office:

1000 Oakbrook Drive, Suite 400
Ann Arbor, MI 48104
734-665-9494

02. Number of Michigan school district audits and single audits your firm conducted in each of the last two years (attach a list).

Year ended June 30, 2019:	164
Year ended June 30, 2018:	167

See pages 35-36 for a listing of school districts we audit.

03. Number of other governmental (fund accounting) audits your firm has conducted in each of the last two years (attach a list).

Year ended June 30, 2019:	300+
Year ended June 30, 2018:	300+

See pages 37-39 for a listing of other governmental entities we audit.

04. Provide a list of your firm's involvement in school district type organizations, i.e. Legislative and Department of Education Committees, Michigan School Business Officials, Association of School Business Officials, MICPA & AICPA Committees.

We not only participate, we are highly active in school industry organizations. They enable us to remain in touch with issues that face all Michigan districts. We go to bat for our clients representing their interests in front of these organizations. We are our client's voice in the room, advocating for practical approaches to regulatory changes, and obtaining the insight needed to best counsel our school districts.



Michigan School Business Officials

- Frequent presenter at annual conference as key accounting and auditing update as well as multiple sessions on school finance and K-12 advisory topics
- MSBO Associate Member Committee
- MSBO Leadership Conference sponsor
- Local and county-level chapter involvement, including Oakland County School Business Officials – frequent presenter



ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

- Member and national conference participant
- Participated in the previous ASBO Certificate of Excellence panel of review



- 1022 committee
- Audit referent group committec

- Annual trainer for the MICPA School District Update
- Present at the annual MICPA Governmental Accounting & Auditing Conference



Michigan Association of Superintendents & Administrators



MICHIGAN ASSOCIATION OF SCHOOL BOARDS

We also represent you when governmental audit standards are formulated

Our governmental audit industry involvement helps you on two levels:

- We represent your interests as standards are being discussed
- We can provide you insights into those discussions, based on our leadership and participation

Following are some ways we participate in the AICPA and other governmental industry organizations:

- Founding member of the Governmental Audit Quality Center (GAQC)
- Serve on the State & Local Government Expert Panel, which meets annually with the GASB and helps shape their agenda, as well as responding to each exposure document
- Participate in federal single audit roundtable with invited members from GAO, OMB and various federal agencies
- Past Chair of the American Institute of CPAs (AICPA), and a partner currently serves on the Council



- Invited to testify to GASB on upcoming standards
- Propose changes to Governmental Accounting Standards Board (GASB) Implementation Guides
- Actively respond to significant proposals for new governmental accounting rules



Government Finance Officers Association

- Involved in national and state-level associations including
 - Michigan (MGFOA)
 - Colorado (CCFOA)
 - Florida (FGFOA)
 - Georgia (GGFOA)
 - Illinois (IGFOA)
 - New York (NYSGFOA)
 - Ohio (OHGFOA)
- Facilitate training sessions at the annual conference

Added benefits from our GASB involvement

We envision our GASB involvement as a cycle that yields ongoing benefits for our staff and our clients. With our team as your partner, the District will:



Our Plante Moran professionals provide value well beyond their expertise in auditing. They proactively offer advice and guidance throughout the year. In the increasingly complex environment of school finance, when financial accuracy and transparency are critical, we depend on Plante Moran for consistently sound business advice.*

Mike Zopf, Assistant Superintendent of Finance & Operations
Northville Public Schools

05. Please list specific school district audit training supplied to your staff in the last two years.

Training resources for our staff

Our training programs emphasize our value-added approach to providing financial statement audit services.

Our staff undergo extensive training specific to our K-12 school district clients, with a focus on continuous process improvement and total quality management. The topics of these training seminars include financial and accounting updates, audits of federal programs under Uniform Guidance, relevant legislative issues, information system issues, and other operational matters. All of this training is in addition to the accounting and auditing training provided to staff across the firm necessary to continue in the practice of public accounting. **All staff maintain 40 hours of CPE annually, which are tracked by our staff, supervisors, and our human resource department. Additionally, all staff meet the CPE requirements required by Government Auditing Standards, the AICPA, and the MICPA.**

The following internally developed K-12-specific training and development sessions are required curriculum for all K-12 audit staff.

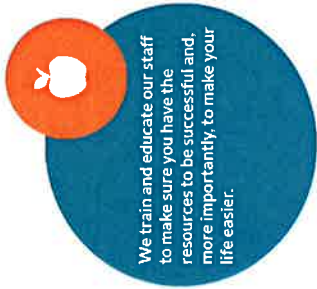
CPE Program Name	CPE Credit Hours	Description
Introduction to School Districts	8 hours	Required for all K-12 audit staff.
Annual full day of school district update sessions	9 hours	Offered to all K-12 audit staff to remain abreast of technical issues affecting our school district practice area, as well as legislative and statewide hot topics.
Understanding Governmental Financial Statements	8 hours	Required for all K-12 audit staff. This training goes into detail regarding the requirements surrounding school district and charter school reporting and financial statements.
Annual half-day training on specific technical topics	4 hours	Required for all staff with three or fewer years of experience and offered to all other staff. This session provides an overview on basic school district topics and changes each year.
Single Audit Bootcamp	8 hours	This session provides an overview of how to conduct a single audit from start to finish, which includes major program selection and compliance testing.
Annual K-12 quality review focus items	4 hours	Annual training for the K-12 professional standards quality review team to discuss upcoming issues or changes within the profession to be aware of for the year.
Various GASB webinars and trainings throughout the year	varies	Offered to staff and clients. These webinars offer guidance on upcoming accounting and reporting requirements to assist with identifying steps to prepare for implementation of new standards.

Additional ways we invest in training our staff and clients

While not CPE-eligible due to the format, we hold weekly one-hour calls for the K-12 practice covering accounting, auditing, reporting, and industry updates for the entire team. All members of the practice participate, ensuring everyone is working with up-to-date information impacting the school audit season.

We've taken the lead in Michigan when it comes to educating school district staff across the state. We have been trainers at over 20 annual training sessions for the MASA, MASB, MSBO, MIEM, MDE, MICPA, and AICPA. Virtually all content of these sessions has been internally developed by Plante Moran and used internally with our K-12 team of over 150 staff to ensure they are equipped to help the districts they serve move forward.

We've created numerous technical work aids for school administration to make the audit process a smooth experience. Over the last two years, we've provided over 25 hours of internally developed webinars and training conference calls to our K-12 practice on tools specific to serving school districts.



08. Of your staff assigned in audits of school districts, how many years of experience have they had performing such audits (total and with your firm)?

STAFF EXPERIENCE WITH SCHOOL DISTRICTS	TOTAL	WITH THE FIRM
Staff member with highest number of years	35	35
Next staff member with highest number of years	29	29
Average years of experience	6	6

You will see our partners and senior-level professionals more often than you would from our competition. We make this a priority.

09. What type of consultation and other services do you provide to your clients on an annual and ongoing basis at no additional cost?

The District deserves a value-driven audit that delivers more than compliance. The following are ways we'll incorporate additional guidance into our engagement, at no additional cost.

- Our management letter includes much more than internal control observations and suggestions.** While these matters are certainly important, the letter also includes updates on changes to accounting requirements, the Michigan Public School Accounting Manual (Bulletin 1022), and federal grant requirements; updates on school finance; and suggestions for operational improvement. These items are written with the Board and senior administration in mind to assist them with planning matters.
- The District will receive answers from our team quickly and easily.** If you'd like our input on a topic or advice on how to approach an accounting or business matter, please give us a call or send us an email. We view this type of ongoing communication as a staple of client relationships, and it's why such communication is always included in our base fee. We'd prefer to help you resolve a small matter now than become involved in a larger issue later. We also won't wait for you to get in touch with us; we'll proactively connect with the District throughout the year to stay up to date on your operations and share the knowledge we've gained at local, regional, and state events for K-12 professionals.
- We provide an annual School Law and Finance Seminar for board members and school administration — a complimentary full-day event that's exclusive for our clients.** Held in January, the seminar provides board members with a solid foundation of the finance and law matters that impact school districts. Thousands of board members have attended the event over the years, and in our post-event surveys we continually receive feedback that it is one of the best training events they have ever attended for board members. See the following page for more details about the event from January 2020.

06. Number of total audit staff (do not include tax, consulting services or clerical personnel). AND

07. Number of staff as defined in the question above who were directly involved in a significant portion of the audit of a public school in the last two years.

AUDIT STAFF TYPE	NUMBER
Number of audit staff:	1,086
Number of audit staff with CPA certification:	665
Number of audit staff who specialize in serving our K-12 education clients	156
Number of auditors with CPAs who specialize in serving K-12 education clients	117

An invitation to your Board: Plante Moran Annual Seminar

Our annual, CPE-approved School Law and Finance Seminar provides new and veteran school board members and administrators information and guidance on basic and emerging issues in school finance and law impacting districts. This session also qualifies for MSBO SCECH credit and MASB education credit toward the Certified Board Member Awards Program. We've included the agenda from our recent seminar below as a sample of the topics and issues we discuss.

OPENING REMARKS AND WELCOME

Dana Abrahams
Donna Hanson

Legal Update

FOIA and OMA Practical Considerations

Handguns in Schools? Bulletproof Vests for Students and Teachers? Gear Up for a Safety Debate
Independent Contractors – Pitfalls of Misclassification

Mark W. McInerney
Nancy L. Mullett
Jeremy S. Motz

Emerging Technologies and Education

Matt Lindner

BREAK

Accounting & Auditing Update

Chris Geck

School Finance / State Economic Outlook

Kathryn Summers
Associate Director, Senate Fiscal Agency

LUNCH

Labor and Employment – "Communication in the Era of Social Media"

Kara T. Rozin

Budgeting – What All School Board Members Should Know & Case Study

Donna Hanson
Kevin Taratuta

BREAK

Year in Review – Hot Topics in Special Education Law

Jordan Bullinger
Vicki Coe

DIA Education Opportunities for Schools

Ann L. VanderLaan

13

Thought leadership

We actively monitor the regulations, legislation, economic conditions, and trends that affect the education community. To provide you with additional value outside of your audit, we distribute frequent updates to bring you the technical aspects of recent initiatives and to analyze what it means to you and your district. We deliver this thought leadership via CPE-approved webinars, podcasts, and publications. Our **K-12 Perspectives** quarterly e-newsletter provides clients with updates on finance, technology, and operational issues and includes ideas for maximizing limited resources.

Webinars

- **Uniform Grant Guidance:** What are you missing?
- **IT Security:** Information security trends for K-12

White papers

- **Enterprise Asset Management:** Strategizing equipment & infrastructure investments
- **The Technology Imperative:** Staying Ahead of the Curve in the Classroom
- **IT Assessment:** Navigate the Complexity of Choosing Devices for Your Classroom
- **OMB Grants Reform Guidebook:** Super Diving into the Circular

Articles

- **Changes:** How does the evolving K-12 ERP marketplace impact your district?
- **Implementing an ERP system?** Strengthen controls to prevent fraud
- **GASB 87, Leases:** What you need to know
- **Technology Trends in K-12 Education**
- How to save money on school renovations
- **GASB 84:** The changing landscape of fiduciary activities
- **GASB 87, Leases:** Four steps to a successful implementation
- **GASB 83:** Asset retirement obligations
- **OMB update:** Micro-purchase and simplified acquisition threshold increases
- **IT strategy:** Formulating a business goal-based IT strategy
- **IT Strategy:** Five benefits of cloud-based disaster recovery



GASB 84 Webinar:

Implementing the new GASB fiduciary activities standard



GASB 87 Webinar:

What you need to know for successful implementation of the lease standard

14

10. Indicate other fee-based services that are available to your school district audit clients.

Services for every facet of your District

We provide a holistic approach to serving our K-12 clients. Following are highlights of the services we offer, including data strategies and cybersecurity. Whether you need a single, specific function or comprehensive service, we have the knowledge, experience, and resources to meet your goals.



Audit & business advisory

- Financial statement audits
- Enrollment projections
- Benefit plan audits
- Single audits
- Long-range planning
- Bond strategy



Business analytics

- Data-driven strategy
- Data governance
- Data quality & master data management
- Data warehousing
- Enterprise reporting & visualizations
- Analytics as a Service (AaaS)
- System integration



Benefits & incentive plans

- Employee benefits consulting



Operational effectiveness

- Operations improvement
- Process consulting
- Restructuring & transformation
- Talent & organizational development
- Sourcing



Facilities & real estate *

- Enrollment projections
- Facilities analysis & rationalization
- Owner's representation for capital projects
- Real estate consulting



Technology

- Cloud strategy & hosting
- Cybersecurity
- ERP & administrative systems consulting
- IT infrastructure
- IT strategy
- Project management
- Technology assessments & planning



Risk management

- Enterprise risk services
- Forensic accounting
- Internal audit
- Internal control reviews

*These services are provided by Plante Moran affiliates: Plante Moran Cresca and Plante Moran Real Estate Investment Advisors.

Firm/auditor qualifications

- The firm is properly licensed for public practice as certified public accountants. License to practice in the state of Michigan

We are the largest accounting and business advisory firm in Michigan and have been calling the region home for more than 90 years.

We affirm that Plante Moran and all assigned professional staff are licensed to practice in the state of Michigan.



Department of Licensing and Regulatory Affairs

Michigan.gov/Home | BPJ Home | Contact BPL | CS&CI Home | Contact CS&CI | LABA Home
Bureau of Professional Licensing / Corporations, Securities & Commercial Licensing Bureau

VERIFY A LICENSE/REGISTRATION

Licensee Information

Name: PLANTE & MORAN PLLC
OO/Owner: PLANTE & MORAN PLLC
Address: Southfield MI 48075
County: Oakland

License Information

License Type: Accountancy Firm
License Number: 1102002348
Specialties:
Status: Active
Limitations: 03/14/2003
Issue Date: 07/31/2021
Expiration Date:

- The firm meets the independence and continuing professional education requirements of Government Auditing Standards-Standards for Audit of Governmental Organizations, Programs and Activities and functions and the 2011 revision published by the U.S. General Accounting Office.

Firm independence and GASB CPE Requirements

We have identified no conflicts of interest with the District.

Our firm has detailed formal policies and procedures that carefully assure our independence. For new clients, we perform extensive internal reviews that identify any potential conflicts firmwide. We also monitor independence throughout the year on all current and potential clients.

Staff must affirm independence on all current clients on an annual basis, and also submit updated information and attest to any new relationships that could lead to or cause conflicts of interest. Any changes are fed into a weekly report sent to all partners and managers. These reports, or "conflict checks," allow us to proactively assess any potential conflicts on a firmwide basis.

All K-12 team staff meet the CPE requirements required by Government Auditing Standards, the AICPA, and the MICPA.

Professional standards team & process for quality assurance

We have a 23-person professional standards team that is responsible for the quality control function at the firm and serves as a technical resource for our industry and service groups. They are also responsible for firm policies and oversight of technical compliance.

Plante Moran takes great pride in the quality of services we provide to our clients. We have a rigorous set of quality controls designed to provide assurance that professional standards are followed and our clients receive a high-quality product. We consider the engagement size and complexity, industry specialization, and nature, extent, and timing of work to be performed when assigning personnel to engagements. In addition, we have professional quality control individuals dedicated to the K-12 industry, who provide deep industry knowledge and experience. **We proactively involve our quality control professionals early in the planning process**, and many of our clients have direct contact with our quality control individuals throughout the year.

Our engagement teams serve as our frontline quality assurance process. They are responsible for developing and documenting audit matters. The benefit to the District is an ongoing continuous dialogue with our quality control professionals to make decisions and to provide clients accounting options within the rules.

- Please attach your firm's most recent Peer Review report. If the firm's most recent report was qualified, please disclose the reasons for the qualification.

Our peer review report

The AICPA peer review involves rigorous inspection of engagements not subject to PCAOB inspection. At the conclusion of the peer review, the peer reviewer expresses an opinion on the design of our system of quality control for our accounting and auditing practice and our compliance with that system, and the reviewer provides a peer review rating. Our most recently completed peer review, conducted in 2019, resulted in a "pass" rating, the highest rating possible. The peer review report is available at aicpa.org.



Report on the Firm's System of Quality Control

In the Presence of
Plante & Moran, P.C., LLC
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Plante & Moran, PLLC (the Firm) in accordance with the standards for peer review set forth in the peer review standards for firms that are members of the American Institute of Certified Public Accountants (AICPA). Our peer review engagements are subject to PCAOB peer review inspection in effect for the year ended June 30, 2019.

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the peer review report is provided at the end of this report. The summary also includes an explanation of how engagements identified as being at high risk were re-examined. The summary also includes an explanation of how engagements identified as being at high risk were re-examined. The summary also includes an explanation of how engagements identified as being at high risk were re-examined.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting its engagements with applicable professional standards. The firm is also responsible for evaluating actions to promptly remediate engagements identified as being at high risk and for maintaining its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Schematics and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including compliance audits under the Single Audit Act, audits of employees held in trust for the benefit of a trust under FIDUCIA, an audit of a health-care provider and examination of services under regulations USC 1 and SOC 2 engagements.

As part of our peer review, we considered responses by regulatory entities as communicated to the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Plante & Moran, PLLC applicable to engagements and subject to PCAOB peer review inspection in effect for the year ended June 30, 2019, has been properly designed and complied with to provide the firm with reasonable assurance of performing and reporting its engagements in accordance with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiencies, or fail.

Pauley & Nottwill

Mark Roper, Limitation
December 27, 2019

- The firm will provide a profile of the professional responsible for the overall management of the audit. The auditor must be fully informed regarding generally accepted accounting principles and auditing procedures including those in the development stages.

Our team is your team

Plante Moran's greatest asset is our people — not just their knowledge, but also their integrity and their commitment to our clients, staff, and communities. Our philosophy for staffing your engagement is simple: find the best people with most relevant experience and balance the team with varied ways of thinking that complement each other. Our team is your team, and with 150 professionals dedicated to serving K-12 clients, you'll always have the expertise you need.



Jeff Higgins, CPA | Engagement Partner

734-302-6918 | jeff.higgins@plantemoran.com

Role: When the District needs an answer, I am your first call. My primary goal is to make sure we look out for your interests proactively, respond to your questions promptly, meet all deadlines, ensure no surprises, and value your time.

Experience: for more than 25 years, I have served K-12 public school districts throughout Michigan. I've developed expertise in all areas of school district accounting, auditing, and management consulting, including bond and federal grant compliance.

I also advise globally active manufacturing companies on current industry trends, financial best practices, and tax-minimization techniques. Serving those clients enables me to bring a fresh perspective to school district finances.

Twenty-five years of experience affords me a lot of insight. But my most valuable lessons came early in my career. My parents were small business owners with a small group of retail stores. The lessons I learned about customer service, including attentiveness, responsiveness, honesty, and courtesy, were invaluable.



Jamie Essenmacher, CPA | Principal

517-336-7552 | jamie.essenmacher@plantemoran.com

Role: As a Principal, I will bring my expertise to your engagement to supplement that of your core team. I will act as an additional technical and strategic resource to the District throughout the year.

Experience: I have 15 years of public accounting experience providing audit and consulting services to school districts, ISDs, charter schools, and financial services industry clients. I serve as a technical standards reviewer and a Uniform Guidance compliance consultant within the Plante Moran's school district practice. I conduct internal staff training related to the school district industry, as well as external trainings for school district business officials. I'm often asked to present topics on upcoming accounting standards, internal controls, leadership skills, time management skills, and how to have a successful audit in today's environment. I belong to the AICPA, MICPA, MASB, CMAA, CMAA, and MSBO.

Anthony Sasinowski, CPA | Audit Manager

734-302-6420 | Anthony.sasinowski@plantemoran.com

Role: I will oversee the audit planning process and manage staff during fieldwork. As an on-the-ground leader during your audit, I can easily serve as a go-to person for any questions or concerns that might come up during fieldwork.

Experience: I am a manager with more than 7 years of experience providing accounting, auditing, and financial reports to a variety of clients, including K-12 school districts and charter school districts working on both the basic financial statement and single audits. I have served as a member of the K-12 and charter school industry team since I joined the firm in 2013. In addition to my assurance experience, I am involved in Plante Moran's training team, specifically related to utilizing technology to enhance the audit process. My role in the audit process is managing the day-to-day operations during fieldwork while maintaining open lines of communication between my clients and Plante Moran at all stages of the engagement.



Kristin Cisco, CPA | Audit Senior

734-302-6475 | kristin.cisco@plantemoran.com

Role: Working with Anthony, I'll keep field staff on task and efficient. I'll make sure the execution of the audit meets our agreed-upon timeline and the plan we set with you.

Experience: I am an audit senior with three years of experience serving a wide range of Plante Moran's K-12 school district clients. I also have experience working with commercial clients and performing employee benefit plan audits.

- The firm must maintain a sufficient number of professional staff in order to provide adequate technical expertise and depth. AND
- The firm and the partner assigned to the District must have considerable experience in auditing school districts within the State of Michigan. AND
- The auditor is expected to be familiar with the types of policies and procedures school districts follow. See below for responses to these three requests

To best serve the District, we'll do more than provide deep industry knowledge and ensure compliance. As your partner, we'll translate our expertise into solutions, proactively assist in addressing upcoming regulatory compliance items, and help share the most current industry insights we glean from serving on state-level committees. We affirm that we are familiar with the types of policies and procedures school districts follow.

Our curriculum vitae, by the numbers

60+	years serving schools	1,300	public sector clients
150+	professionals who specialize in the education industry	\$1M-\$1B	range of budgets for school clients we serve
200+	K-12 education audit, tax, and consulting clients served, including local and intermediate school districts and charter school academies	\$9B	federal expenditures audited per year
500+	single audits annually performed firmwide (ranked second highest in the country)		We serve more K-12 audit clients than any other firm in Michigan.
700+	CAFR audits conducted in the past 25 years, many of which have received the GFOA's Certificate of Achievement for Excellence in Financial Reporting		Our team of specialists includes CPAs, technology professionals, management consultants, forensic accountants, and facility/construction advisors.

What sets our team apart?



The ability to serve you holistically

We are different from other firms in that our consultants are experts in K-12 schools. They can help with employee benefit items, ERM system testing and selection, cybersecurity, enterprise risk services, operational improvements, and much more.



Industry leadership at the national and state levels

Our active involvement in professional associations — along with our firsthand experience serving a large, diverse client base — means we can deliver more value than other audit and tax firms. We'll help you adapt to industry and regulatory changes through our toolkits and trainings.

- Assurance must be given that during the life of the engagement there will be some continuity in the assignment of audit staff. It is to the mutual interest of the District and the audit firm that there will not be dramatic changes in audit staff every year.

Staff continuity

At an average of 11.8 percent over the past three years, our staff turnover rate is one of the industry's lowest. By maintaining staff continuity, **our professionals return to your engagement year after year and become increasingly familiar with your organization.** We have established an organizational culture that promotes teamwork, success, and close client relationships.

As evidence, Fortune magazine has recognized Plante Moran as one of the "100 Best Companies to Work For" every year since 1998. We are committed to inclusion, diversity, and equity. The Plante Moran Inclusion and Diversity Council promotes attracting, retaining, and developing diverse staff because we know we can better serve clients when our teams reflect the local communities where we live and work. You can read more about our inclusion and diversity initiatives on our website [here](#).



Your engagement staff return year after year.

We become increasingly familiar with your organization.



We develop a stronger client relationship.

You won't have to waste time retraining new staff.

Our professionals return to your engagement year after year

- The firm's professional staff must be trained specifically in auditing and accounting for school districts.
 - See page 10 for information on our program for training our K-12 education team professionals specifically in accounting and auditing of school districts.
 - Additionally, we ensure our K-12 education team staff meet the governmental CPE requirements required by Government Auditing Standards, the AICPA, and the MIGPA.
- The firm must be actively involved in school financial organizations on a local, county, state and national level.

See our industry involvement section on pages 7-9.
- All assistants must be properly trained and supervised, and their work adequately planned.

See page 10 for information on our program for training our K-12 education team professionals

Below is our audit approach/workplan. Our goal is to ensure you receive seamless, efficient service from engagement letter through statement delivery, filings, and beyond. We co-develop every element of our approach with you, tailoring each phase and process to your specific needs, including deadlines, testing areas, fieldwork, frequency, and forms of communication.

Scope of work

Once engaged, we will prepare the audited basic financial statements and Federal Awards Report for the District for the fiscal years ending June 30, 2020, June 30, 2021, and June 30, 2022.

Your benefits

- Frequent status updates from us mean fewer questions from you
- Increased efficiencies due to more senior-level involvement
- Professional standards integration means no surprises at year-end
- Tailored client assistance lists
- Guidance on potential operational and internal control improvements
- Real-time status of the audit through our Client Collaboration Center



My job is to execute our specially designed audit workplan.

When it comes to the planning phase, we focus on learning as much as possible about your needs and expectations. Here's how we hit the ground running.*

- Anthony Sasinowski, Audit Manager

Phases of our audit approach



Phase 1: Planning

April – June

We will set up a face-to-face meeting as soon as possible to assess your needs and develop a timeline that works best for you.



- Discuss the District's needs and expectations through meetings with management, interviews, and collection of historical data
- Identify current and past accounting and business audit risks
- Customize the audit process for the District, ensuring time and space to address critical issues and risks early in the process
- Map out timeline, due dates, and expectations with business office collaboratively

Phase 2: Preliminary procedures

Timing to be agreed upon

With our plan in place, we will coordinate our staff to perform preliminary testing. Here's how we'll execute:



- Preliminary tests of accounting systems and internal controls
- Constant communication — Issue status reports to management, including identification of key issues
- Determine if additional control testing will result in increased efficiencies
- Single audit testing of Uniform Guidance compliance items on major program(s) required to be tested
- Test transactions in all significant cycles to place appropriate reliance on internal controls — This leads to streamlined year-end testing procedures
- In-person meeting with the Finance Committee or Board representative to discuss scope of the audit and audit risks, obtain direct input, and address any questions on audit process

Phase 3: Year-end procedures

August – Date to be mutually agreed upon

In accordance with our audit plan and generally accepted auditing standards (GAAS), we will perform certain tests on your financial statement balances. We'll use a combination of your technology and our audit technology tools to perform clerical and analytical tests more efficiently.

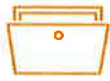


- Test financial statement balances using GAAS
- Review financial statement drafts
- Update business office and administration on audit work progression and status
- Conduct workpaper reviews on site
- Complete final adjustments, if any, on site
- Testing of Schedule of Federal Awards (SEFA)
- Quality standards review performed
- Testing of bond and sinking fund expenditures for compliance

Phase 4: Closing conference

September

Our team will meet with the business office team and the Superintendent to review draft financial statements and the management letter.



- Discuss audit results and observations, as well as answer questions
- Review all draft deliverables
- Review management letter, current industry developments, and best practices
- Resolve questions or any issues prior to report finalization and delivery
- Discuss focus and tailoring of graphical presentation

Phase 5: Audit report delivery

October

At the end of fieldwork, we will communicate results with the business office team orally and in a draft format. Delivery of the reports also includes:



- Electronic transmission of reporting package to the Michigan Department of Education (MDE)
- Upload entire reporting package electronically to the Federal Audit Clearinghouse
- Preparation of data collection form
- MDE notification once data collection form is submitted
- Other submission needs as requested

Phase 6: Finance Committee/Board presentation

September – October

We will provide a graphical presentation to the full Board of Education and summarize the audit results. Our team will meet with the Finance Committee, as requested, to cover the audit results and deliverables, including:



- Auditor's responsibility under GAAS
- Management's judgment and estimates
- Proposed but immaterial audit adjustments, if any
- Future financial reporting and audit developments
- Significant accounting policies
- Audit adjustments, if any
- Internal control matters
- Industry updates
- K-12 informational items for the Board of Education's consideration

A Plante Moran engagement is more than a commodity: it's a step up from the ordinary.

● **The firm must have an excellent reputation for service in school district auditing.**

In addition to our involvement in all relevant school district organizations in Michigan, we ask our clients to tell us what they think about our service. Here's what they say:

Our team of Plante Moran professionals provides value well beyond expertise in auditing. The accounting advice and guidance they provided to us on the formation of our new school district in 2017 was exceptional.

In addition, their deep understanding of federal programs and relationships with State decision makers helped us to recover millions in grant funds, which directly benefited the students of the district. In the increasingly complex environment of school finance, when accuracy and transparency are critical, we depend on Plante Moran for consistently sound business advice.

We don't see them just one time a year for our audit.

We communicate with them often and appreciate the insight and knowledge they bring to us throughout the year. They look for ways to help us be successful. Their commitment to our partnership is one of the reasons I recommend them to others."

--Jeremy Vidito, Chief Financial Officer
Detroit Public Schools Community District

Plante Moran worked with us to understand our procedures. When there was need to close up loopholes, they made suggestions for improvement.

The team was friendly and considerate to my staff, developing relationships and further demonstrating their desire to be partners and not treat us like just another job."

--Tracy Althouse, Chief Financial Officer
Lakeshore Public Schools

Plante Moran continues to provide clear and relevant support to our school district as we navigate the financial challenges in public education.

Collectively, their knowledge of current trends and practices continues to position Warren Consolidated Schools on solid ground. Similarly, their focus on customer service is exceptional through timely responses to concerns and issues."

--Robert Livemolis, Ph.D., Superintendent
Warren Consolidated Schools

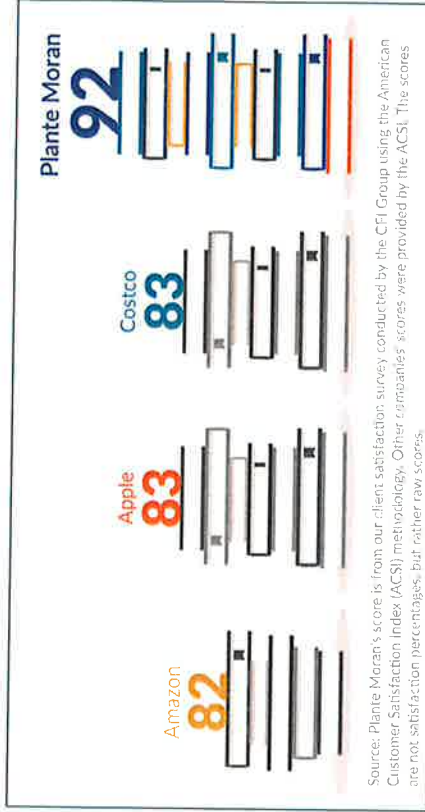
Client satisfaction

At Plante Moran, we know we haven't done our job unless you're confident in our value. We enlist an independent third party to conduct an ongoing survey program that collects feedback from our clients. This tool allows us to identify areas of satisfaction or dissatisfaction so we can reinforce the good and quickly correct any areas of concern. The results of each client satisfaction survey are reviewed by firm management. We're gratified that our clients love us, and we work hard to keep it that way, but, as a prospective client, you deserve to see the numbers for yourself.



How our service compares to best-in-class brands

Our client satisfaction survey is performed by an independent firm that utilizes the American Customer Satisfaction Index (ACSI) methodology to compare our rating against a diverse group of companies. The ACSI represents aggregated customer satisfaction benchmarks based upon key drivers such as service approach, level of expertise, quality of work, and value added.



- A minimum of \$1,000,000 Errors and Omissions Insurance. (The successful firm will be required to provide the District with a certificate of insurance to verify this coverage.)


Please see the appendix section, we have met this requirement and have provided a copy of the certificate.

SWORN AND NOTARIZED FAMILIAL DISCLOSURE STATEMENT

FAMILIAL DISCLOSURE AFFIDAVIT

The undersigned, the District or authorized office of the below-named firm (the "Firm"), pursuant to the Familial Disclosure requirements provided in Ypsilanti Community School's Request for Proposals for Financial Audit Services, hereby represents and warrants that, except as provided below, no familial relationship exists between the District or key employee of the Contractor, and any member of the Ypsilanti Community School Board or the Ypsilanti Community School District's Superintendent. A list of the School District's Board of Education Members and its Superintendents may be found at www.ypsilantischools.us

List any Familial Relationships:

Firm: Plante & Moran, PLLC
 First Name of Firm: Plante & Moran
 By: Jeffrey C Higgins
 Is: Partner
 Seal: 

Subscribed and sworn before me, this 14th day of August, 2024, a Notary Public in and for Washtenaw County, Michigan.
Debra A. Pardo
 (Signature) NOTARY PUBLIC
 My Commission expires 11/11/2024

Due to the COVID-19 pandemic, social distancing is required and therefore an electronic signature has been notarized. Jeffrey Higgins is personally known to me.

CERTIFICATION OF COMPLIANCE – IRAN ECONOMIC SANCTIONS ACT

Michigan Public Act No. 517 of 2012

The undersigned, the District, or authorized officer of the below-named Company, pursuant to the compliance certification requirement provided in Ypsilanti Community School's Request For Proposal, the "RFP", hereby certifies, represents, and warrants that the Company and its officers, directors and employees, is not an "Iran Linked Business" within the meaning of the Iran Economic Sanctions Act, Michigan Public Act No. 517 of 2012 (the "Act"), and that in the event the Company is awarded a contract by Ypsilanti Community School as a result of the aforementioned RFP, the Company is not and will not become an "Iran Linked Business" at any time during the course of performing any services under the contract.

The Company further acknowledges that any person who is found to have submitted a false certification is responsible for a civil penalty of not more than \$750,000.00 or two (2) times the amount of the contract or proposed contract for which the false certification was made, whichever is greater, the cost of Ypsilanti Community School's investigation, and reasonable attorney fees, in addition to the fine. Moreover, any person who submitted a false certification shall be ineligible to bid on a request for proposal for three (3) years from the date the it is determined that the person has submitted the false certification.

Firm: Plante & Moran, PLLC
Print Name of Firm
By: Jeffrey C. Higgins
As: Partner

Subscribed and sworn before me, this 14th day of April, 2020, at Ypsilanti County, Michigan
In and for Debra A. Hall
Debra A. Hall
(Signature)
NOTARY PUBLIC
My Commission expires 6/15/2024



Due to the COVID-19 pandemic, social distancing is required and therefore an electronic signature has been notarized. Jeffrey Higgins is personally known to me.

Acceptance of Proposal

The undersigned agrees to execute a Contract for work covered by this Proposal provided she is notified of its acceptance within sixty (60) days after the opening of the Proposal.

It is agreed that this bid will not be withdrawn until after 120 days after receipt of bids.

The undersigned affirms that the bid was developed without any collusion, undertaking, or agreement, either directly or indirectly, with any other bidder(s) to maintain the prices of indicated work or prevent any other bidder(s) from bidding the work.

BIDDER'S FIRM NAME: Plante & Moran, PLLC
BUSINESS ADDRESS: 1000 Oakbrook Drive, Suite 400, Ann Arbor, MI 48104

TELEPHONE NUMBER: 734-302-6918

FAX NUMBER: 248-233-8526

BY (SIGNATURE) Jeffrey C. Higgins

PRINTED NAME Jeffrey C. Higgins

TITLE Partner









SIGNED THIS 15th day of April, 2020

E-MAIL ADDRESS Jeff.higgins@plantemoran.com

Make the mark

We are one of the top 20 largest certified public accounting and management consulting firms in the nation. With a **history spanning more than 95 years**, our firm provides clients with financial, human capital, operations improvement, strategic planning, technology selection and implementation, and family wealth management services.

Fast facts

 1924 Year founded	 3,200+ Staff	 25 Offices worldwide	 25+ Industries served
 50 States with clients	 170+ Countries with clients	 45+ Services available	 27 Languages spoken firmwide

Structured differently — to serve you differently

Our "one-firm" firm philosophy is a unifying structure that prioritizes client service over maximizing profits. Unlike other accounting firms, we don't have office-level profit centers, meaning our offices don't compete. What does that mean for you? It means you receive the collective power of the firm and the expertise you need, regardless of location. The result: seamless service, a personal touch, and future-focused thinking.



Seamless service

One touchpoint with us will give you unfiltered access to the right experts, at the right time.



Personal touch

The better we know you, the better we can serve you. We build lasting relationships to foster a client-focused, collaborative culture.



Future-focused

Your future is our priority. We partner with you to ensure you achieve your goals today and beyond.



List of school audit clients

Public schools

- Allen Park Public Schools
- Ann Arbor Public Schools
- Battle Creek Public Schools
- Berrien RESA
- Birmingham Public Schools
- Bloomfield Hills School District*
- Brandon School District
- Calhoun ISD
- Center Line Public Schools
- Chippewa Valley Schools
- Clarenceville School District
- Covert Public Schools
- Dearborn Public Schools
- Detroit Public Schools*
- Dewitt Public Schools
- Farmington Public School District*
- Ferndale Public Schools
- Flint Community Schools
- Grand Blanc Community Schools
- Grand Rapids Child Discovery Center
- Grand Rapids Public Schools
- Grosse Pointe Public Schools
- Gull Lake Community Schools
- Hartland Consolidated Schools
- Hazel Park School District
- Howell Public Schools
- Hudsonville Public Schools
- Huron Valley Schools
- Jackson Public Schools
- Kalamazoo RESA
- Kalamazoo School District*
- Lake Orion Community Schools
- Lake Shore Public Schools
- Lakeshore Community Schools
- Lakeview School District
- Lapeer Community Schools
- Lewis Cass Intermediate School District
- Livonia Public Schools
- Macomb ISD
- Madison District Public Schools
- Mason Public Schools
- Northville Public Schools
- Novi Community School District
- Oakland Schools*
- Plymouth-Ganton Community Schools
- Port Huron Area School District*
- River School – Sodus Township #5
- Riverside School – Hagar Township #6
- Roseville Community Schools
- Saline Area Schools
- South Lyon Community Schools*
- South Redford School District
- Southfield Public School*
- Sturgis Public Schools
- Three Rivers Community Schools
- Utica Community Schools*
- Van Dyke Public Schools
- Vicksburg Community Schools
- Walled Lake Consolidated School District*
- Warren Consolidated Schools
- Warren Woods Public Schools
- Washtenaw ISD
- Waverly Community Schools
- Wayland Union Schools
- Wayne County RESA
- Wayne-Westland Community School district
- West Bloomfield School District

Charter schools

- Academy of Dallas
- Achieve Charter Academy
- Advanced Technology Academy
- Arts Academy in the Woods
- Battle Creek Learning Center
- Bexar County Academy
- Blue Water Learning Academy
- Bridge Academy
- Brooklyn Excelsior Charter School
- Brooklyn Scholars Charter School
- Buffalo United Charter School
- Burton Glen Academy
- Canton Charter Academy
- Central Academy
- Chandler Woods Charter Academy
- Covenant House Academies of Detroit
- Grand Rapids**
- Cross Creek Charter Academy
- Dearborn Academy
- Detroit Enterprise Academy
- Detroit Leadership Academy
- Detroit Merit Charter Academy
- Detroit Premier Academy
- Detroit Public Safety Academy
- Dr. Joseph F. Pollack Academic Center of Excellence (PACE)
- DREAM Academy
- East Arbor Charter Academy
- Eaton Academy
- Edmonson Academy
- Endeavor Charter Academy
- Excel Charter Academy
- Flagship Charter Academy
- Fortis Academy
- Foundations Academy
- Francis Reh Public School Academy
- Frontier Academy
- Gate City Charter Academy
- GEE Edmonson Academy
- GEE White Academy
- Global Heights Academy
- Global Tech Academy
- Grand River Academy
- Great Oaks Academy
- Greensboro Academy, Inc.
- Guilford Charter Development, Inc.
- D/B/A Summerfield Charter Academy
- Hamtramck Academy
- Healthy Start Education, Inc D/B/A Research Triangle Charter Academy
- Henry Ford Academy
- Inspire Charter Academy
- Keystone Academy
- Landmark Academy at Reunion
- Lansing Charter Academy
- Legacy Charter Academy
- Linden Charter Academy
- Louisiana Achievement Charter Academies, Inc.
- Macomb Academy
- Metro Charter Academy
- Mildred C. Wells Academy
- Milwaukee Scholars Charter School, Inc.
- Mount Clemens Montessori Academy
- North Saginaw Charter Academy
- Oakside Scholars Charter Academy
- Paragon Charter Academy
- Paramount Charter Academy
- Peak Charter Academy Inc
- Plymouth Scholars Charter Academy
- Preeminence Institute of Learning, Inc. D/B/A PreEminent Charter School
- Queens Grant Community School
- Quest Charter Academy
- Reach Charter Academy
- Ridge Park Charter Academy
- River City Scholars Charter Academy
- Riverside Academy
- Riverton Street Charter School
- Rolesville Charter Academy
- South Arbor Charter Academy
- South Canton Scholars Charter Academy
- South Pointe Scholars Charter Academy
- Southside Academy Charter School
- Taylor Exemplar Academy
- Timberland Charter Academy
- Triumph Academy
- Vanderbilt Charter Academy
- Vista Meadows Academy
- Wake Forest Charter Academy
- Walker Charter Academy
- Walton Charter Academy
- West Village Academy
- Windemere Park Charter Academy
- Winston-Salem Academy, Inc. D/B/A Forsyth Academies
- Winterville Charter Academy, Inc.
- Youth Advancement Academy

**Providing governmental accounting services

*Awarded Certificate of Achievement for Excellence in Financial Reporting

Other governmental clients

Our client roster includes about 500 governmental entities including more than 50 public colleges and universities across the country. Below is a **representative sample** of the governmental clients we serve.

State universities & colleges

- Bowling Green State University
 - Central Michigan University
 - Cleveland State University
 - Eastern Michigan University
 - Grand Valley State University
 - Kent State University
 - Metropolitan State University of Denver
 - Michigan State University
 - Northeast Ohio Medical University
 - Oakland University
 - Ohio University
 - Purdue University (radio and NCAA)
 - Purdue University Global, Inc.
 - Shawnee State University
 - Southern Illinois University of Carbondale
 - Southern Illinois University of Edwardsville
 - Wayne State University
 - Western Michigan University
- Consulting services clients excluded
- Grand Rapids Community College
 - Henry Ford College
 - Kalamazoo Valley Community College
 - Kellogg Community College
 - Lake Michigan College
 - Mid-Michigan Community College
 - Monroe Community College
 - Mott Community College
 - Northwestern Michigan College
 - Oakland Community College
 - Schoolcraft College
 - Sinclair Community College
 - Southwestern Michigan College

Community colleges

OTHER GOVERNMENTAL UNITS

- Aerropolis Development Corporation
- Battle Creek Unlimited, Inc.
- Benton Harbor-St. Joseph Joint Sewage Disposal Board
- Birmingham Area Cable Board
- Bishop International Airport
- Boulder Housing Partners, CO
- Buchanan Dial-A-Ride
- Capital Area Transportation Authority (CATA)
- Central Wayne County Sanitation Authority
- Chicago Teachers Pension Fund
- Cincinnati Metropolitan Housing Authority
- Colorado Health Facilities Authority
- Columbus-Franklin County Finance Authority
- Columbus Metropolitan Housing Authority*
- Columbus Regional Airport Authority*
- Conference-Western Wayne
- Connecticut Airport Authority
- Davison Richfield Area Fire Authority
- Davison Richfield Senior Citizens Authority
- Denver Housing Authority
- Des Moines Airport
- Detroit Housing Commission
- Detroit Retirement Systems
- Detroit VEBAs
- Detroit-Wayne County Community Mental Health Authority
- Downriver Community Conference
- Downriver Mutual Aid
- Downriver Utility Wastewater Authority
- East Lansing-Meridian Water and Sewer Authority
- Franklin County Municipal Clerk of Courts
- Franklin Park Conservatory
- Genesee County Drain Commission
- Genesee County Land Bank
- Genesee County 911 Consortium
- Gerald R. Ford International Airport
- Grand Junction Regional Airport Authority
- Grand Rapids Housing Commission
- Illinois Medical District Commission
- Karegnondi Water Authority
- Kent County Road Commission
- Lansing Housing Commission
- Los Angeles County Retirement Association
- Lowry Redevelopment Authority
- Macomb County Art Authority
- Macomb County COMET (Enforcement Team)
- Macomb County Zoological Authority
- Metro Police Authority of Genesee
- Michigan Education Trust
- Municipal Employees Retirement System of Michigan (MERS)*
- Michigan Public Power Agency
- Michigan Works! Southeast
- Nankin Transit Commission
- Northville Community Recreation Commission
- Oakland County Zoological Authority
- Ohio Turnpike
- OPC
- Pittsburgh International Airport
- Pontiac Retirement Systems
- Port of Greater Cincinnati Development Authority
- Resource Recovery and Recycling Authority of Southwest Oakland County
- Rhode Island Airport Corporation
- Saline Area Fire Department
- Sarasota Manatee Airport Authority
- Southeast Macomb Sanitary District
- Southeast Michigan Community Alliance (SEMCA)
- Southeast Michigan Council of Governments (SEMCOG)
- Southeast Oakland County Resource Recovery Authority (SOCERRA)
- Southeastern Oakland County Water Authority (SOCWA)
- South Huron Valley Utility Authority
- South Macomb Disposal Authority
- SW Barry County Sewer & Water Authority
- Suburban Mobility Authority for Regional Transportation (SMART)
- STAR Ohio
- Taylor Community Development Corporation
- Washington & Bruce Township Parks & Recreation
- Washington & Bruce Township Star Transportation
- Warren Police & Fire Retirement System
- Wayne County Airport Authority*
- West Bloomfield Parks and Recreation Commission
- Western Townships Utilities Authority
- Wyandotte Municipal Service Commission

COUNTIES AND OTHER GOVERNMENTAL UNITS

COUNTIES

- Genesee County*
- Ingham County*
- Livingston County
- Macomb County*
- Oakland County*
- Wayne County*

LIBRARIES

- Auburn Hills Library
- Canton Public Library
- Clio-Vienna Library
- Farmington Community Library
- Flint Public Library
- Northville District Library
- Redford District Library
- Salem-South Lyon Library
- Saline District Library
- West Bloomfield Library
- Willard Library
- Wixom Public Library

COUNTY ROAD COMMISSIONS AND OTHER RELATED ENTITIES

- Berrien County Road Commission
- Genesee County Road Commission
- Kalamazoo County Road Commission
- Kent County Road Commission
- Macomb County Road Commission
- Washtenaw County Road Commission
- Michigan County Road Commission Self-Insurance Pool*
- County Road Association Self-Insurance Fund (CRASIF)

STATE OF MICHIGAN

- Michigan Bureau of State Lottery*
- Michigan Education Trust
- Michigan Finance Authority
- Michigan Legislature
- Michigan Municipal League
- Michigan State Housing Development Authority
- Mackinac Bridge Authority
- Municipal Employees Retirement System of Michigan (MERS)*

COURTS

- 16th District Court
- 17th District Court
- 18th District Court
- 19th District Court*
- 20th District Court
- 21st District Court
- 23rd District Court
- 25th District Court
- 27th District Court
- 32A District Court
- 33rd District Court
- 35th District Court
- 37th District Court
- 39th District Court
- 41A District Court
- 41B District Court
- 47th District Court
- 51st District Court

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*Awarded Certificate of Achievement for Excellence in Financial Reporting

MUNICIPALITIES

- City of Auburn Hills
- City of Akron, OH
- City of Allen Park
- City of Berkley
- Village of Berrien Springs
- Village of Beverly Hills
- City of Birmingham*
- City of Bloomfield Hills
- City of Brighton*
- Township of Brownstown
- Township of Buchanan
- Township of Canton*
- City of Charlotte*
- City of Chelsea
- Chesterfield Township
- Township of Clinton
- City of Clio
- Township of Commerce
- City of Coloma
- City of Columbus, OH*
- City of Davison
- Davison Township
- City of Dearborn*
- City of Dearborn Heights
- City of Detroit*
- City of East Lansing*
- City of Eastpointe
- Village of Eau Claire
- City of Farmington
- Flint Township
- Flushing Township
- Village of Franklin Park, IL*
- City of Garden City
- City of Gibraltar
- Township of Ypsilanti*
- City of Grand Rapids
- City of Grosse Pointe*
- City of Grosse Pointe Farms
- City of Grosse Pointe Woods*
- Township of Hamburg
- City of Harbor Beach
- City of Harper Woods
- Township of Highland
- Village of Holly
- Township of Huron
- Township of Keeler
- City of Lathrup Village
- Township of Lincoln
- City of Lincoln Park
- City of Livonia
- Township of Macomb
- City of Madison Heights
- Township of Marshall
- City of Melvindale
- City of Milan
- Township of Milford
- Village of Milford
- City of Monroe*
- City of Mt. Clemens
- City of Mt. Morris
- Township of Mundy
- City of Northville
- Township of Northville*
- Oakland Township
- Orion Township
- City of Port Huron*
- Township of Plymouth*
- Township of Redford
- City of Richmond
- City of Riverview
- City of Rockwood
- City of Romulus
- City of Roseville
- City of Saline
- Township of Scio
- Township of Shelby
- City of Southfield*
- City of Southgate
- City of South Lyon
- City of Sterling Heights*
- City of Swartz Creek
- City of Taylor
- Theftord Township
- City of Tecumseh
- Township of Van Buren
- Vienna Township
- City of Warren*
- Township of Washington
- Township of Waterford*
- Township of West Bloomfield
- City of Westland
- White Lake Township
- City of Wixom*
- City of Woodhaven
- City of Wyandotte

ACORD **CERTIFICATE OF LIABILITY INSURANCE**

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES DESCRIBED IN THE UNDERLYING POLICIES. THIS INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. THIS POLICY DOES NOT PROVIDE FOR A SUBROGATION. IMPORTANT: If the certificate holder is a LEASOR, USER, LESSEE, or RENTOR, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed if SUBROGATION IS WAIVED, subject to the terms and conditions of such endorsement. If this certificate does not confer rights to the certificate holder in lieu of such endorsement.

INSURER Integrus Insurance Brokers 1-317-335-6300	CONTACT David Eversen PHONE: 247-335-4500 FAX: EMAIL: DAVID.EVERS@INTEGRUS.COM	DATE (MM/DD/YYYY) 06/27/2015					
131 West Campbell 144 West Arlington Heights, IL 60005	INSURER A: Lloyd's London and Various Insurers INSURER B: INSURER C: INSURER D: INSURER E:	NAIC #					
Planes & Motor, P/OC and others more fully described in the policies, including Subsidiaries.	37400 Northwestern Highway Southfield, MI 48034	REVISION NUMBER					
CERTIFICATE NUMBER: 56495195	CERTIFICATE NUMBER: 56495195	THIS IS TO CERTIFY THAT THE POLICIES LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD AND THAT THE POLICIES ARE IN FULL FORCE AND EFFECT. THE COVERAGE, CONDITIONS AND EXCLUSIONS OF SUCH POLICIES ARE DESCRIBED IN THE POLICY SCHEDULES WHICH ARE ATTACHED TO THIS CERTIFICATE AND WHICH ARE SUBJECT TO ALL THE TERMS, CONDITIONS AND EXCLUSIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.					
CLASS	DESCRIPTION	CLASSIFICATION	POLICY NUMBER	INSURANCE	COVERAGES	AGGREGATE LIMIT PER CLASS	LIMITS
1	COMMERCIAL GENERAL LIABILITY				BATCH ACCIDENT AND BODILY INJURY PRODUCTS COMPLETION		\$5,000,000
					COMMERICAL GENERAL LIABILITY		
					CERTIFICATE HOLDER		
					CANCELLATION		
					SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE END OF THE POLICY TERM, THIS CERTIFICATE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.		
					AUTHORIZED REPRESENTATIVE		

ACORD 25 (2016/03)
Party 3: acordna1@acordgroup.com_LMK
56495195

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Technology that increases quality, efficiency, and value

When it comes to serving you, we are future-focused. We're actively researching how **artificial intelligence (AI), data analytics, blockchain, and other emerging technologies** will impact our **engagements, and how they can be used to increase efficiency and provide deeper insights for our clients.** In fact, we've even been recognized by InformationWeek, CIO Magazine, and Microsoft for our ability to design and deploy cutting-edge technology to empower our staff and serve our clients.

We use secure and intuitive tools — customized by client industry — to guard your data as if it were our own, identify risks, and empower our partners and staff to think more strategically about your organization and how we can support you. And, in keeping with our culture, we always put people first: we carefully consider the needs of our clients and staff before we integrate new technology into our service model. We never impose a solution that isn't a good fit for our clients' specific needs. Once the tools are in place, we seek out feedback for continuous process improvement.

Here are a few of the investments we are making to deliver value:

Client Collaboration Center

Our secure collaboration portal gives us — and our clients — 24/7 access to easily share files and track the status of our engagements from anywhere in the world.

CaseWare audit software

We use paperless software that organizes data in an efficient manner, all in real-time.

Data manipulation

We use tools like CaseWare IDEA and Alteryx to access, evaluate, and analyze your data to enhance and streamline our audit testing.

Plante Moran Analytics Center of Excellence

We help our clients organize and analyze their data, generating insights to encourage informed and strategic decision making.

Firm of the Future: AI-enhanced audit, tax, consulting, and wealth management

We're using AI to identify relevant information, convert files, and improve efficiencies in our service delivery model.

Client Collaboration Center

The Plante Moran Client Collaboration Center is a HIPAA-compliant portal that allows us to communicate and exchange information with you in a centralized and secure location. The Client Collaboration Center acts as a data repository and provides a mechanism for sharing data, allowing us to review data remotely before we arrive on site. It features an app called EZ Track that we use to provide our clients with a prioritized list of document requests. EZ Track allows you to drag and drop files to submit to our team, assign tasks to particular individuals, set timelines, review schedules prepared by others, and track your progress from an easy-to-read dashboard. We also have the following capabilities:

- Ability to link your accounting information to our software.
- Testing transactions and balances through our data extraction software, which allows us to utilize your electronic records for testing purposes.
- Use of Plante Moran software and hardware at your location, allowing direct download of your general ledger and real-time completion and review of financial statements.

CaseWare audit software

We use CaseWare to access supporting documentation during an audit (using the software's drill-down functionality) and then efficiently organize the data. The ability to synchronize information with our servers allows the team to view and update documents in real-time and work in the most efficient manner. Furthermore, our software creates efficiencies for your staff by automating the production of financial statements.

Data manipulation

We use CaseWare's IDEA tool for data analysis during our audits. This tool helps our teams identify and select samples for clerical audit testing, identify and report exceptions and unusual items, perform mechanical tests such as footing and recalculating of fields and values, conduct journal entry testing, and perform trend, variance, or other statistical analysis.

Plante Moran Analytics Center of Excellence

We know organizations have access to more data than ever before, and it can be incredibly challenging to convert that data into actionable insights that inform important business decisions. With advanced analytics capabilities and business intelligence experience, Plante Moran's Analytics Center of Excellence can help:

- Build an internal data analytics capability, business case, and roadmap
- Identify analytics opportunities, challenges (including their root causes), and risks around people, process, and technology
- Evaluate the effectiveness of data management processes and analytics capabilities
- Foster a data-driven organizational culture

Data extraction

We extract data from our clients' accounting system by obtaining an Excel download of your fund-level trial balances. From there, we utilize a proprietary mapping tool to import your accounting data into our CaseWare auditing software and our financial statement preparation template, which is unique to Plante Moran and designed specifically for our K-12 clients. All your staff will need to do is provide trial balances, and we take it from there.

Single audit experience

Our team members are undisputed experts in the single audit sector. The District's engagement will feature trained professional staff with significant single audit experience, as well as our proprietary single audit programs, questionnaires, and tools, which are customized to specific K-12 grants. Our audit reports and workpapers are regularly reviewed by federal oversight agencies and are considered best in class. Our approach will increase efficiency and minimize the use of your staff's time and resources.

Qualifications that lead to quality single audits

An analysis of single audit engagements performed by the AICPA's Peer Review Program determined that the following factors have a strong correlation to quality performance. Plante Moran excels in all three.



1. Size of the firm's single audit practice



2nd largest single audit provider in the nation
575+ single audits completed annually
\$9B in federal expenditures audited per year



2. Qualifications of the engagement partner



We staff single audit teams with experienced partners and single audit specialists who are deeply engrained in federal compliance issues.
Our team members not only take single audit CPE courses annually, but also teach many of those courses attended by other CPA firms. Our training materials are used nationally.



3. AICPA Governmental Audit Quality Center (GAQC) Membership



We're a charter member of the GAQC and will share advance notice of issues that impact the single audit. According to the abovementioned AICPA study, GAQC members had **two times greater conformity** to professional standards than nonmembers.

The study also found that GAQC members who performed 11 or more single audits annually — like **Plante Moran** — had 100 percent conformity to professional standards.

We're proactive when it comes to Uniform Guidance

Our involvement: Partner Amanda Ward — our firm's single audit industry technical leader — attends the AICPA Single Audit Roundtable.

How you benefit: Advance notice of upcoming changes and guidance, quick answers to difficult questions, and help resolving federal compliance issues.

Our involvement: We maintain direct contact with the AICPA and federal agencies, including the OMB, HHS, and U.S. Department of Education, and frequently conduct training sessions at conferences sponsored by these agencies.

How you benefit: Efficiency and ready access to knowledgeable staff.

Our involvement: We annually review and comment on changes being made to the Single Audit Compliance Supplement.

How you benefit: Faster response time to Uniform Guidance updates and help identifying changes to procedures and documentation before the audit starts.

Made in Michigan

As we've grown over the past 95 years, our "We Care" mission has remained constant and consistent — supporting our Michigan clients, local communities, and staff.

We look forward to working with you.
Please contact us with any questions.



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Engagement Partner

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99%
OF CLIENTS
SAY THEY
WOULD
RECOMMEND
PLANTE MORAN



One of the top 20 largest CPA and consulting firms in the U.S.

**GENERAL APPROPRIATIONS RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
WASHTENAW INTERMEDIATE SCHOOL DISTRICT
GENERAL EDUCATION BUDGET 4.14.20**

RESOLVED, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2020-2021; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of **.0954 mills**, and unappropriated fund balance be available for appropriations in the **GENERAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2020-2021 as follows:

REVENUES

	Original
Local Revenue	\$ 2,723,336
State Revenue	14,421,639
Federal Revenue	5,847,166
Incoming Transfers & Other Transactions	2,730,480
Fund Modifications	\$ 50,100
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 25,772,721
FUND BALANCE AS OF JULY 1ST	\$ 4,109,072
Less Appropriated Fund Balance	
FUND BALANCE AVAILABLE TO APPROPRIATE	\$ 4,109,072
TOTAL AMOUNT AVAILABLE TO APPROPRIATE	\$ 29,881,793

BE IT FURTHER RESOLVED, that \$26,544,231 of the total available to appropriate in the **GENERAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES

Basic Programs, Instruction	\$ 1,293,589
Added Needs, Instruction	52,938
Adult Continuing Education	365,208
Pupil Support	1,007,773
Instructional Support	6,859,910
General Administration	508,536
School Administration	103,186
Business Support	273,479
Operations/Maintenance	570,485
Transportation	108,041
Central Services	3,488,128
Other Support Services	19,723
Community Services	839,996
	\$ 15,490,992
Outgoing Transfers & Other Transactions	11,053,239
Fund Modifications	-
TOTAL APPROPRIATED	\$ 26,544,231
FUND BALANCE ENDING JUNE 30TH	\$ 3,337,562

**WASHTENAW INTERMEDIATE SCHOOL DISTRICT
GENERAL EDUCATION BUDGET COMPARISON
2020-2021 BUDGET REVIEW**

	2018-2019 Actual Revenue & Expenses	2019-2020 Amended 1.28.20 Budget	2020-2021 Projected Budget
REVENUES			
Local Revenue 100	\$ 2,488,792	\$ 2,893,972	\$ 2,723,336
State Revenue 300	12,288,377	14,038,161	14,421,639
Federal Revenue 400	5,481,058	5,254,903	5,847,166
Incoming Transfers & Other Transactions 500	2,697,719	2,699,400	2,730,480
Fund Modifications 600	47,019	50,096	50,100
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 23,002,965	\$ 24,936,532	\$ 25,772,721
EXPENDITURES			
Basic Programs, Instruction 110	\$ 993,012	\$ 1,254,489	\$ 1,293,589
Added Needs, Instruction 120	161,302	49,938	52,938
Adult and Continuing Education 130	173,385	129,022	365,208
Pupil Support 210	610,638	1,116,145	1,007,773
Instructional Support 220	4,978,164	7,000,066	6,859,910
General Administration 230	687,065	553,130	508,536
School Administration 240	24,893	2,843	103,186
Business Support 250	291,213	271,278	273,479
Operations/Maintenance 260	523,745	732,477	570,485
Transportation 270	75,014	100,157	108,041
Central Services 280	2,708,395	3,215,462	3,488,128
Other Support Services 290	-	-	19,723
Community Services 300	781,974	745,077	839,996
TOTAL EXPENDITURES	\$ 12,008,800	\$ 15,170,084	\$ 15,490,992
Outgoing Transfers & Other Transactions 400	10,556,169	10,009,599	11,053,239
Fund Modifications 600	100,521	-	-
TOTAL EXPENDITURES AND OTHER TRANSACTIONS	\$ 22,665,490	\$ 25,179,683	\$ 26,544,231
EXCESS REVENUE OR (EXPENDITURES)	\$ 337,475	\$ (243,151)	\$ (771,510)
FUND BALANCE AS OF JULY 1ST	\$ 4,014,748	\$ 4,352,223	\$ 4,109,072
FUND BALANCE ENDING JUNE 30TH	\$ 4,352,223	\$ 4,109,072	\$ 3,337,562

General Education
2020-21

TITLES

REGULAR BUDGET	1069 Norman REMC 2021	2261 Norman School Mental Health Train the Trainer 2021	2251 Norman Mental Health and Support Services 2021	3291 Norman MISTN Advisory Council 7/1/19-9/30/19 2021
REVENUES				
Local Sources	\$ 1,765,296	\$ -	\$ -	\$ -
State Sources	2,362,326	111,262	115,563	9,789
Federal Sources	-	-	-	-
Incoming Transfers/Other	180,011	-	-	-
Fund Modifications	50,100	-	-	-
TOTAL REVENUES	\$ 4,357,733	\$ 111,262	\$ 115,563	\$ 9,789
EXPENDITURES				
Basic Programs, Instruct. 110	\$ 40,000	\$ -	\$ -	\$ -
Added Needs, Instruct. 120	-	-	-	-
Adult Continuing Education 130	-	-	-	-
Pupil Support 210	144,876	-	115,563	9,789
Instructional Staff Support 220	2,071,010	-	-	-
General Administration 230	503,936	3,400	-	-
School Administration 240	19,208	-	-	-
Business Support 250	248,080	-	-	-
Operations /Maintenance 260	373,635	-	-	-
Transportation 270	72,671	-	-	-
Central Support 280	1,597,713	-	-	-
Other Support 290	19,723	95,407	-	-
Community Services 300	-	-	-	-
TOTAL EXPENDITURES	\$ 5,090,852	\$ 95,407	\$ 115,563	\$ 9,789
Outgoing Transfers/Other 400	70,238	15,855	-	-
Fund Modifications 600	(67,251)	-	-	-
TOTAL APPROPRIATED	\$ 5,093,839	\$ 111,262	\$ 115,563	\$ 9,789
EXCESS REV/EXPENSE	\$ (736,106)	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ 4,109,072	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ 3,372,966	\$ (3,400)	\$ -	\$ -

General Education
2020-21

TITLES

REVENUES												
Local Sources												
State Sources												
Federal Sources												
Incoming Transfers/Other												
Fund Modifications												
TOTAL REVENUES												
EXPENDITURES												
Basic Programs, Instruct. 110												
Added Needs, Instruct. 120												
Adult Continuing Education 130												
Pupil Support 210												
Instructional Staff Support 220												
General Administration 230												
School Administration 240												
Business Support 250												
Operations /Maintenance 260												
Transportation 270												
Central Support 280												
Other Support 290												
Community Services 300												
TOTAL EXPENDITURES												
Outgoing Transfers/Other 400												
Fund Modifications 600												
TOTAL APPROPRIATED												
EXCESS REV/EXPENSE												
BEGINNING FUND BALANCE												
ENDING FUND BALANCE												

3310	3360	3400	3421	3431	3781
Heaviland	Norman	Oman	Norman	Oman	Oman
ADULT ED	Early literacy	GSRP	MISTEM	32p EC Block	KRA
2021	Def 18/19 funds	Formula	2021	2021	2021

\$	\$	\$	\$	\$	\$
2,100,853	675,000	5,829,596	333,227	384,023	2,500,000
2,100,853	675,000	5,829,596	333,227	384,023	2,500,000
\$	\$	\$	\$	\$	\$
324,038					
117,198					
13,402	155,241	792,434	273,894	203,744	2,500,000
				48,382	
81,015					
16,214		9,185			
16,000					
300					
9,369		127,232	20,000		
577,536	155,241	928,851	11,000	131,897	
1,523,317	519,759	4,900,745	304,894	384,023	2,500,000
			16,000		
			12,333		
2,100,853	675,000	5,829,596	333,227	384,023	2,500,000
\$	\$	\$	\$	\$	\$

General Education
2020-21

TITLES

8189 Long Mom Power 2021	9633 Heaviland WACY Cradle to Career 2021	9634 Norman Justice Leaderes 2021	940-9640 Colligan Social Sentinel 2021	941-9640 Colligan Gennet 2021	942-9640 Colligan Mich Virtual University 2021	943 -9640 Colligan Follett Move from Pass thru 2021
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REVENUES						
Local Sources	\$ -	\$ 230,795	\$ 2,000	\$ -	\$ -	\$ -
State Sources	-	-	-	-	-	-
Federal Sources	134,938	-	-	-	-	-
Incoming Transfers/Other	-	-	16,000	29,575	114,300	93,320
Fund Modifications	-	-	-	-	-	-
TOTAL REVENUES	\$ 134,938	\$ 230,795	\$ 18,000	\$ 29,575	\$ 114,300	\$ 93,320
EXPENDITURES						
Basic Programs, Instruct. 110	\$ -	\$ -	\$ -	\$ 114,300	\$ 1,139,289	\$ -
Added Needs, Instruct. 120	-	-	-	-	-	-
Adult Continuing Education 130	-	-	-	-	-	-
Pupil Support 210	-	230,795	-	-	-	-
Instructional Staff Support 220	72,616	-	18,000	-	-	-
General Administration 230	-	-	-	-	-	-
School Administration 240	-	-	-	-	-	-
Business Support 250	-	-	-	-	-	-
Operations /Maintenance 260	-	-	-	-	-	-
Transportation 270	-	-	-	-	-	-
Central Support 280	-	-	-	-	-	-
Other Support 290	-	-	-	29,575	-	93,320
Community Services 300	18,270	-	-	-	-	-
TOTAL EXPENDITURES	\$ 90,886	\$ 230,795	\$ 18,000	\$ 29,575	\$ 114,300	\$ 93,320
Outgoing Transfers/Other 400	25,500	-	-	-	-	-
Fund Modifications 600	18,552	-	-	-	-	-
TOTAL APPROPRIATED	\$ 134,938	\$ 230,795	\$ 18,000	\$ 29,575	\$ 114,300	\$ 93,320
EXCESS REV/EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

General Education
2020-21

TITLES

TITLES	947-9640 Colligan LEA Fiber Pole Fees 2021	9660 Colligan LEA Tech Services 2021	9670 Heaviland Homeless Youth Donations Rest 2021	9700 Higgins Fingerprinting and ICHAT 2021	9785 Long Success by 6/Rotary Early Childhood 2021	9790 Oman AAACF Coodinated Funding 2021	9875 Norman My Brothers Keeper 2021
REVENUES							
Local Sources							
State Sources	\$ -	\$ -	\$ 75,138	\$ 130,000	\$ 158,875	\$ 154,727	\$ 109,591
Federal Sources	-	-	-	-	-	-	-
Incoming Transfers/Other	13,959	1,031,256	-	15,000	-	-	55,000
Fund Modifications	-	-	-	-	-	-	-
TOTAL REVENUES	\$ 13,959	\$ 1,031,256	\$ 75,138	\$ 145,000	\$ 158,875	\$ 154,727	\$ 164,591
EXPENDITURES							
Basic Programs, Instruct. 110	-	-	-	-	-	-	-
Added Needs, Instruct. 120	-	-	49,938	-	-	-	-
Adult Continuing Education 130	-	-	-	-	-	-	-
Pupil Support 210	-	-	200	-	-	140,127	164,591
Instructional Staff Support 220	-	-	-	-	-	-	-
General Administration 230	-	-	-	-	-	-	-
School Administration 240	-	-	-	-	-	-	-
Business Support 250	-	-	-	-	-	-	-
Operations /Maintenance 260	-	-	-	-	-	-	-
Transportation 270	-	-	25,000	-	-	-	-
Central Support 280	13,959	1,031,256	-	177,004	-	-	-
Other Support 290	-	-	-	-	-	-	-
Community Services 300	-	-	-	-	-	14,600	-
TOTAL EXPENDITURES	\$ 13,959	\$ 1,031,256	\$ 75,138	\$ 177,004	\$ 158,875	\$ 154,727	\$ 164,591
Outgoing Transfers/Other 400	-	-	-	-	-	-	-
Fund Modifications 600	-	-	-	-	-	-	-
TOTAL APPROPRIATED	\$ 13,959	\$ 1,031,256	\$ 75,138	\$ 177,004	\$ 158,875	\$ 154,727	\$ 164,591
EXCESS REV/EXPENSE	\$ -	\$ -	\$ -	\$ (32,004)	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ -	\$ -	\$ -	\$ (32,004)	\$ -	\$ -	\$ -

General Education
2020-21

TITLES

TOTALS

	9877 Norman Midwest Forum 2021	9895 Heaviland Adjudicated Jail 2021	
REVENUES			
Local Sources	\$ 36,800	\$ 60,114	\$ 2,723,336
State Sources	-	-	14,421,639
Federal Sources	-	-	5,847,166
Incoming Transfers/Other	-	42,770	2,730,480
Fund Modifications	-	-	50,100
TOTAL REVENUES	\$ 36,800	\$ 102,884	\$ 25,772,721
EXPENDITURES			
Basic Programs, Instruct. 110	-	-	1,293,589
Added Needs, Instruct. 120	-	-	52,938
Adult Continuing Education 130	-	41,170	365,208
Pupil Support 210	-	12,468	1,007,773
Instructional Staff Support 220	36,800	45,094	6,859,910
General Administration 230	-	-	508,536
School Administration 240	-	2,963	103,186
Business Support 250	-	-	273,479
Operations /Maintenance 260	-	-	570,485
Transportation 270	-	-	108,041
Central Support 280	-	1,189	3,488,128
Other Support 290	-	-	19,723
Community Services 300	-	-	839,996
TOTAL EXPENDITURES	\$ 36,800	\$ 102,884	\$ 15,490,992
Outgoing Transfers/Other 400	-	-	11,053,239
Fund Modifications 600	-	-	-
TOTAL APPROPRIATED	\$ 36,800	\$ 102,884	\$ 26,544,231
EXCESS REV/EXPENSE	\$ -	\$ -	\$ (771,510)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ 4,109,072
ENDING FUND BALANCE	\$ -	\$ -	\$ 3,337,562

**GENERAL APPROPRIATIONS RESOLUTION
RESOLUTION FOR ADOPTION BY THE BOARD OF EDUCATION
WASHTENAW INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION BUDGET 4/14/20**

RESOLVED, that this resolution shall be the general appropriations of the Washtenaw Intermediate School District for the fiscal year 2020-2021; A resolution to make appropriations; and to provide for the disposition of all income received by the Washtenaw Intermediate School District.

BE IT FURTHER RESOLVED, that the total revenue, including a tax levy of **5.2331 mills**, and unappropriated fund balance be available for appropriations in the **SPECIAL EDUCATION FUND** of the Washtenaw Intermediate School District for the fiscal year 2020-2021 as follows:

REVENUES	<u>Original</u>
Local Revenue	\$ 93,180,073
State Revenue	13,287,112
Federal Revenue	11,464,621
Incoming Transfers & Other Transactions	135,588
Fund Modifications	<u>262,500</u>
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 118,329,894
 FUND BALANCE AS OF JULY 1ST	 \$ 3,000,000
Less Appropriated Fund Balance	
FUND BALANCE AVAILABLE TO APPROPRIATE	<u>\$ 3,000,000</u>
 TOTAL AMOUNT AVAILABLE TO APPROPRIATE	 \$ 121,329,894

BE IT FURTHER RESOLVED, that \$118,329,894 of the total available to appropriate in the **SPECIAL EDUCATION FUND** is hereby appropriated in the amounts and for the purposes set forth below:

EXPENDITURES	
Basic Programs, Instruction	\$ -
Added Needs, Instruction	\$ 15,709,150
Pupil Support	\$ 15,363,160
Instructional Support	\$ 3,481,542
General Administration	\$ 245,735
School Administration	\$ 266,317
Business Support	\$ 1,756,879
Operations/Maintenance	\$ 3,637,154
Transportation	\$ 68,315
Central Services	\$ 2,747,353
Other Support Services	\$ 121,138
Community Services	<u>\$ 13,250</u>
	\$ 43,409,993
Outgoing Transfers & Other Transactions	74,329,901
Fund Modifications	590,000
TOTAL APPROPRIATED	<u>\$ 118,329,894</u>
 FUND BALANCE ENDING JUNE 30TH	 <u>\$ 3,000,000</u>

**WASHTENAW INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION BUDGET COMPARISON
2020-2021 BUDGET REVIEW/ADOPTION**

	2018-2019		2019-2020		2020-2021	
	Actual Revenue & Expenses	Budget	Actual Revenue & Expenses	Budget	Projected Budget	Projected Budget
REVENUES						
Local Revenue 100	\$ 88,827,760	\$ 92,080,626	\$ 88,827,760	\$ 92,080,626	\$ 93,180,073	\$ 93,180,073
State Revenue 300	12,773,577	12,777,810	12,773,577	12,777,810	13,287,112	13,287,112
Federal Revenue 400	11,648,905	12,310,203	11,648,905	12,310,203	11,464,621	11,464,621
Incoming Transfers & Other Transactions 500	140,068	131,604	140,068	131,604	135,588	135,588
Fund Modifications 600	246,849	634,002	246,849	634,002	262,500	262,500
TOTAL REVENUE AND INCOMING TRANSFERS	\$ 113,637,159	\$ 117,934,245	\$ 113,637,159	\$ 117,934,245	\$ 118,329,894	\$ 118,329,894
EXPENDITURES						
Basic Programs, Instruction 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs, Instruction 120	11,244,788	13,722,408	11,244,788	13,722,408	15,709,150	15,709,150
Pupil Support 210	11,944,236	13,736,904	11,944,236	13,736,904	15,363,160	15,363,160
Instructional Support 220	2,297,952	2,884,335	2,297,952	2,884,335	3,481,542	3,481,542
General Administration 230	205,770	612,427	205,770	612,427	245,735	245,735
School Administration 240	226,075	243,868	226,075	243,868	266,317	266,317
Business Support 250	1,149,301	1,583,925	1,149,301	1,583,925	1,756,879	1,756,879
Operations/Maintenance 260	2,738,437	3,466,488	2,738,437	3,466,488	3,637,154	3,637,154
Transportation 270	71,660	69,428	71,660	69,428	68,315	68,315
Central Services 280	2,159,131	2,338,134	2,159,131	2,338,134	2,747,353	2,747,353
Other Support Services 290	-	2,065	-	2,065	121,138	121,138
Community Services 300	2,850	44,003	2,850	44,003	13,250	13,250
TOTAL EXPENDITURES	\$ 32,040,200	\$ 38,703,985	\$ 32,040,200	\$ 38,703,985	\$ 43,409,993	\$ 43,409,993
Outgoing Transfers & Other Transactions 400	81,510,619	78,934,277	81,510,619	78,934,277	74,329,901	74,329,901
Fund Modifications 600	519,186	601,991	519,186	601,991	590,000	590,000
TOTAL EXPENDITURES AND OTHER TRANSACTIONS	\$ 114,070,005	\$ 118,240,253	\$ 114,070,005	\$ 118,240,253	\$ 118,329,894	\$ 118,329,894
EXCESS REVENUE OR (EXPENDITURES)	\$ (432,846)	\$ (306,008)	\$ (432,846)	\$ (306,008)	\$ (0)	\$ (0)
FUND BALANCE AS OF JULY 1ST	\$ 3,738,854	\$ 3,306,008	\$ 3,738,854	\$ 3,306,008	\$ 3,000,000	\$ 3,000,000
FUND BALANCE ENDING JUNE 30TH	\$ 3,306,008	\$ 3,000,000	\$ 3,306,008	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000

Special Education
2020-21

TITLES	1034 Marcel Juv Dtn St Aid 2021	3261 Kruk Early on 54D Carry over 2021	3700 Colligan Headlee Data Collection 2021	6011 Vannatter Title IA 2021	6161 Vannatter Title I Part D 2021
REGULAR BUDGET					
REVENUES					
Local Sources 100	\$ 93,129,578	\$ -	\$ -	\$ -	\$ -
State Sources 300	11,614,593	166,177	6,342	-	-
Federal Sources 400	-	-	-	12,948	83,347
Incoming Transfers/Other 500	40,000	-	-	-	-
Fund Modifications 600	262,500	-	-	-	-
TOTAL REVENUES	\$ 105,046,671	\$ 166,177	\$ 6,342	\$ 12,948	\$ 83,347
EXPENDITURES					
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	15,696,460	-	-	12,690	-
Pupil Support 210	13,468,060	144,682	-	-	83,347
Instructional Staff 220	3,190,568	21,495	-	-	-
General Administration 230	245,735	-	-	-	-
School Administration 240	266,317	-	-	-	-
Business Support 250	1,756,879	-	-	-	-
Operations /Maintenance 260	3,637,154	-	-	-	-
Transportation 270	68,315	-	-	-	-
Central Support Services 280	2,650,449	-	6,342	-	-
Pupil Activities 290	121,138	-	-	-	-
Community Services 300	10,000	-	-	-	-
TOTAL EXPENDITURES	\$ 41,111,075	\$ 166,177	\$ 6,342	\$ 12,690	\$ 83,347
Outgoing Transfers/Other 400	62,323,491	-	-	-	-
Fund Modifications 600	538,026	-	-	258	-
TOTAL APPROPRIATED	\$ 103,972,592	\$ 166,177	\$ 6,342	\$ 12,948	\$ 83,347
EXCESS REV/EXPENSE	\$ 1,074,079	\$ -	\$ -	\$ -	\$ -
BEGINNING FUND BALANCE	\$ 3,000,000	\$ -	\$ -	\$ -	\$ -
ENDING FUND BALANCE	\$ 4,074,079	\$ -	\$ -	\$ -	\$ -

Special Education
2020-21

TITLES	9840-061 Vannatter TC Svs Thymes WTMC	9840-081 Vannatter SE Supv Manchester	9850-061TC Vannatter Ancillary Svs WAVE	9855 Vannatter Ancillary Svs ECA	9859 Vannatter Ancillary Svs IB - WIHI	TOTALS
REVENUES						
Local Sources 100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 93,180,073
State Sources 300	-	-	-	-	-	13,287,112
Federal Sources 400	-	-	-	-	-	11,464,621
Incoming Transfers/Other 500	2,720	10,225	40,654	9,328	12,258	135,588
Fund Modifications 600	-	-	-	-	-	262,500
TOTAL REVENUES	\$ 2,720	\$ 10,225	\$ 40,654	\$ 9,328	\$ 12,258	\$ 118,329,894
EXPENDITURES						
Basic Programs, Instr. 110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Added Needs 120	-	-	-	-	-	15,709,150
Pupil Support 210	53,916		529,896	141,010	159,778	15,363,160
Instructional Staff 220	-	102,247	-	-	-	3,481,542
General Administration 230	-	-	-	-	-	245,735
School Administration 240	-	-	-	-	-	266,317
Business Support 250	-	-	-	-	-	1,756,879
Operations /Maintenance 260	-	-	-	-	-	3,637,154
Transportation 270	-	-	-	-	-	68,315
Central Support Services 280	-	-	-	-	-	2,747,353
Pupil Activites 290	-	-	-	-	-	121,138
Community Services 300	-	-	-	-	-	13,250
TOTAL EXPENDITURES	\$ 53,916	\$ 102,247	\$ 529,896	\$ 141,010	\$ 159,778	\$ 43,409,993
Outgoing Transfers/Other 400	-	-	-	-	-	74,329,901
Fund Modifications 600	-	-	-	-	-	590,000
TOTAL APPROPRIATED	\$ 53,916	\$ 102,247	\$ 529,896	\$ 141,010	\$ 159,778	\$ 118,329,894
EXCESS REV/EXPENSE	\$ (51,196)	\$ (92,022)	\$ (489,242)	\$ (131,682)	\$ (147,520)	\$ (0)
BEGINNING FUND BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000
ENDING FUND BALANCE	\$ (51,196)	\$ (92,022)	\$ (489,242)	\$ (131,682)	\$ (147,520)	\$ 3,000,000

Support for Budget

ISD BUDGET RESOLUTION

_____, Michigan (the "District")

A meeting of the board of education of the district was held in the _____ in the District on the _____ day of _____, 2020, at _____ o'clock in the _____.

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____.

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed general fund budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district general fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district general fund budget, and shall submit to the intermediate school district board any specific objections and proposed changes the constituent district board has to the general fund budget.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The board of education has received and reviewed the proposed intermediate school district general fund budget in accordance with Section 624 of the Revised School Code, as amended, and by the adoption of this resolution, expresses its support for the proposed intermediate school district general fund budget.
2. The secretary of the board of education or his/her designee shall forward a copy of this resolution to the intermediate school board or its superintendent no later than June 1, 2020.
3. All resolutions insofar as they conflict with this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a meeting held on _____, 2020, the original of which resolution is a part of the Board's minutes, and further certifies that the notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

Secretary, Board of Education

Disapproval of Budget

ISD BUDGET RESOLUTION

_____, Michigan (the "District")/

A meeting of the board of education of the district was held in the _____ District, on the _____ day of _____, 2020, at _____ o'clock in the _____ in the _____

The meeting was called to order by _____, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member _____ and supported by Member _____

WHEREAS:

1. Section 624 of the Revised School Code, as amended, requires the intermediate school board to submit its proposed general fund budget not later than May 1 of each year to the board of each constituent district for review; and
2. Not later than June 1 of each year, the board of each constituent district shall review the proposed intermediate school district general fund budget, shall adopt a board resolution expressing its support for or disapproval of the proposed intermediate school district general fund budget, and shall submit to the intermediate school district board any specific objections and proposed changes the constituent district board has to the general fund budget.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The board of education has received and reviewed the proposed intermediate school district general fund budget and has determined that it disapproves of certain portions of the proposed intermediate school district general fund budget with objections, along with proposed changes, if any, are set forth on Exhibit A attached hereto and incorporated herein by reference.
2. The superintendent is hereby directed to submit a certified copy of this resolution to the intermediate school board and/or to the intermediate school district superintendent with the specific objections and proposed changes that this board has to the budget no later than June 1, 2020.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Michigan, hereby certifies that the foregoing is a true and complete copy of a resolution adopted by the Board of Education at a meeting held on _____, 2020, the original of which resolution is a part of the Board's minutes, and further certifies that the notice of the meeting was given to the public under the Open Meetings Act, 1976 PA 267, as amended.

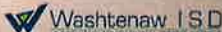
Secretary, Board of Education

WISD Programs and Budgets Review

including

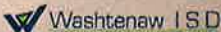
Local School District Services
2020-21

presented
April 2020




Our Goal

- Explain the mandated budget review process.
- Review your role in this process.
- Give you the information you need to carry out your role.
- Support you in your efforts.



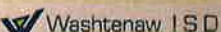
Mandated Budget Review (new)

Section 624 of the Revised School Code, as amended, requires an ISD Board to have its proposed **General Fund** budget reviewed by its constituent districts each year.



ISD Board

By May 1 of each year:
The intermediate school board shall submit its proposed **General Fund** budget for the next school fiscal year to the board of each constituent district for review.



Local Board

By June 1 of each year:

- The local board will review the proposed ISD budget.
- Adopt a resolution expressing its support for or disapproval of the proposed ISD budget.
- Submit any **specific** budget objections and/or proposed changes to the ISD board.

ISD Board

If an intermediate school board receives any specific objections or proposed changes, the intermediate school board shall consider the proposed budget changes.

Role of WASB Director

- **Now**
 - Serve as an ambassador.
 - Learn about ISD budget process.
 - Ask clarifying questions.
- **After May 1 (with superintendent)**
 - Present information to your board.
 - Ask for help, if needed.
 - Answer questions from your board.
 - Submit resolution to WISD by June 1.
- **Throughout the year**
 - Remain involved, stay informed.

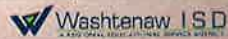
What is an ISD?



- Regional education service agency
- Created by legislature in 1962
- Designed to be an intermediary between the Michigan Department of Education and local schools
- Composed of innovative professionals who focus on teaching and learning
- An organization that leads through service

Role of WISD

- Operates cooperative programs/delivers services for students in Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, Ypsilanti Community
- Secures educational resources and shares them equitably
- Builds local capacity to improve student achievement
- Provides services to assure that each child learns
- Leadership role in building a Cradle to Career collaborative in Washtenaw County



General Education Services

Technology & Data Support

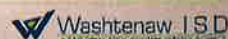
Instructional Support

School & Community Partnerships

Technology & Data Management

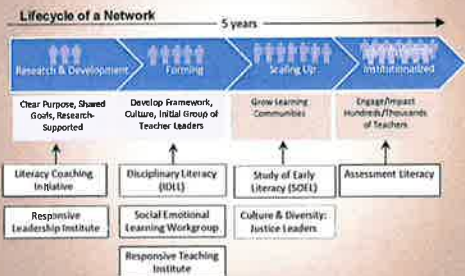


- Provides discounted internet access for local districts via a managed fiber network.
- Maintains connectivity to the Michigan State Education Network Connection
- Hosts PowerSchool Student management System for most districts. Provide application and data Management to several districts.
- Hosts and supports PowerSchool Special Ed System
- Maintains Data connectors for hosted applications
- Supports for the Michigan Data Hub
- Hosts and supports Moodle e-learning platform
- Hosts and supports Destiny Library Service
- Provides coop purchasing savings for various products including GENNET and MVU courses



County Achievement Initiatives: Teacher & Leader Networks

Multi-year approach to teacher and system learning focused on student outcomes



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Additional Instruction Supports

Technical Support

- School Improvement
- Custom professional development
- Teacher evaluation
- Health Education

Special Projects

- Senior Exit Survey
- Early literacy coach grant
- MISTEM Regional network
- Early Math Essentials



Equity, Inclusion and Social Justice: Focused Efforts

Justice Leaders



Professional learning series for educators

Responsive Teaching Institute



Professional learning series for educators

Ten80 Grant



Youth engineering program culminating in regional and national competitions

Youth & Adult Diversity Forum

High school youth-led and youth-focused forum focused on issues of diversity



Equity, Inclusion and Social Justice: Special Populations

Justice Involved Youth



Education services to youth involved in the juvenile justice system

Education Project for Homeless Youth



Leadership with district liaisons & resource coordination

Chronic Absenteeism



Case management with Washtenaw County Juvenile Court & district allies

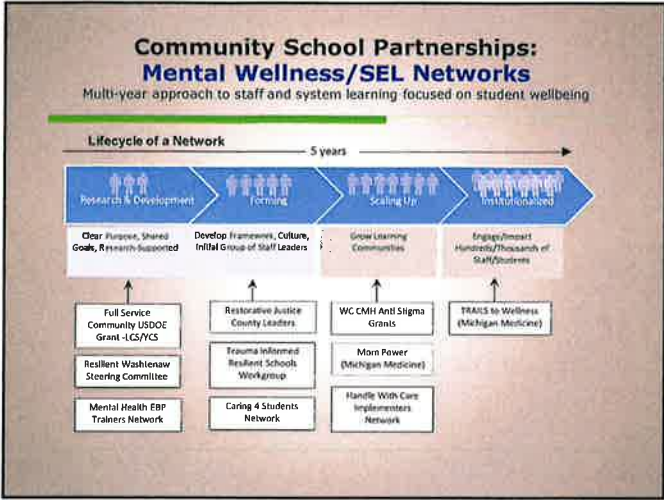
Trusted Parent Advisors


Empowering parents to organize in their communities



Washtenaw
SUCCESS








PEERS MAKING PEACE
Hosting peer-mediation teams/councils that help address conflict and identify situations of harm that need to be addressed.

Caring 4 Students (C4S)
Medicaid Reimbursement Program for Medical and Behavioral Health Services to General Education Students

#wishyouknew
washtenaw


#wishyouknew
Mental Health Anti-Stigma Grants in High Schools



WISD Budget Development

Who is involved?

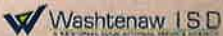
- Washtenaw County Superintendents
- Local and ISD Special Education Directors, Curriculum Directors, and Business Officials
- Staff and Program Administrators
- Local and WISD Boards of Education



WISD Budget Development

Pandemic Impact on the 2020-21 Budget?

- WISD budget planning begins in December
- All our employee position analysis and revenue assumptions are set in early to mid-March
- The budget documents currently reflect assumptions as of Mid-March
- The WISD Board and administration will continue to monitor the state and federal budget projections and will make requisite budget and staffing decisions

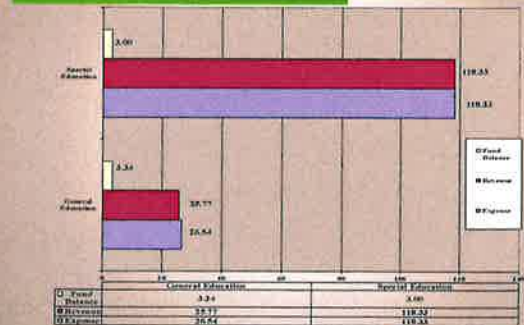


WISD Budget Development

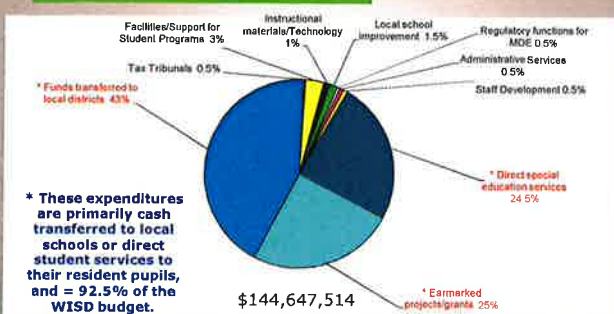
Key Impacts on the 2020-21 Budget?

- From a state revenue perspective, the state budget director, legislators and lobbyists all point to the May 2020 Consensus Revenue Estimating Conference as the next key date for the 2020-21 state budget, including School Aid Fund estimates for 2019-20 and 2020-21
- WISD will also advocate for additional flexibility for federal funding to supplement strained state and local budgets
- Please see the respective revenue graphs to see funding sources for each fund

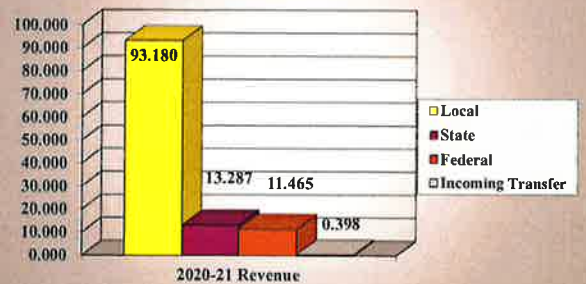
2020-21 WISD Budget (in Millions)

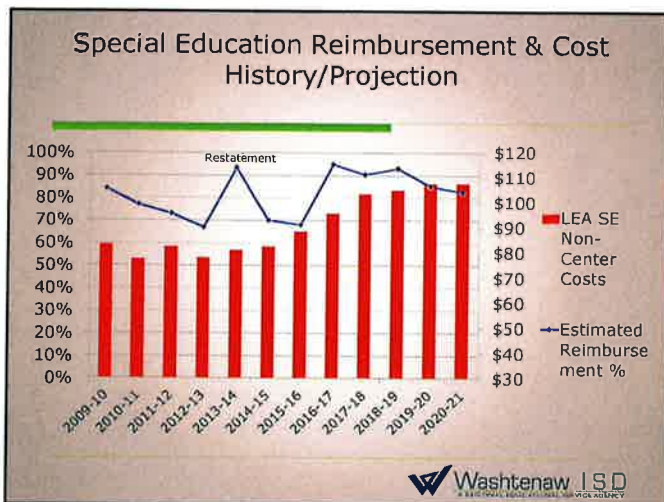
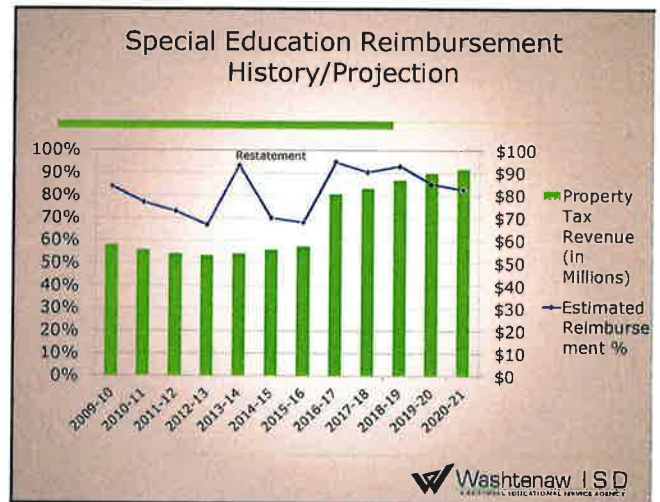
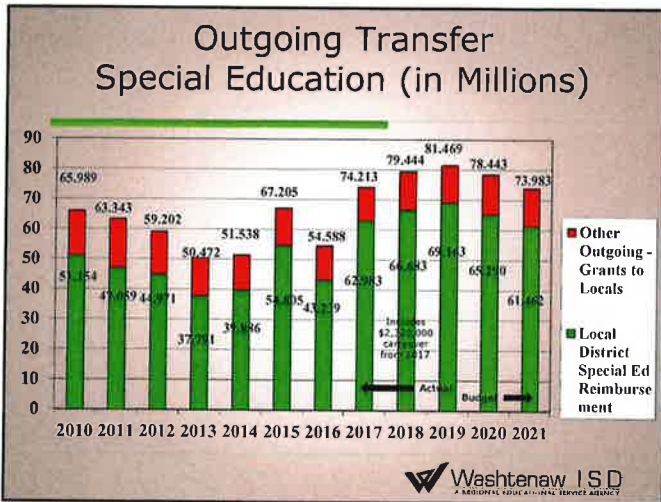


WISD Expenditures 2020-21



Special Education Fund Revenue Sources (in Millions)





Special Education Fund Revenue Changes

- Net increase in property taxes of 2%
- Reduced investment earnings
- Increased state revenue for SE cost reimbursement
- Assumes no federal grant carryover
- Assumes no transfer from Medicaid Fund

Washtenaw I.S.D. A REGIONAL EDUCATIONAL SERVICE AGENCY

Special Ed Fund Expenditure Changes

- Added several instructional and instructional support positions to meet behavioral, medical, and IEP needs
- Added split Gen Ed/Special Ed position for Equity Specialist
- Decreased one EI Continuum Classrooms due to lack of need; eliminated teacher position, teaching assistants reassigned to other vacant positions
- Increase in tech costs for replacement of a server and district-wide switches

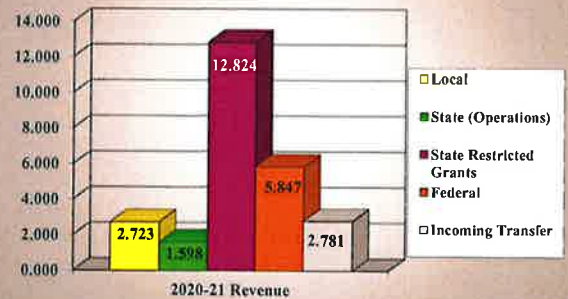
Special Ed Fund Expenditure Changes

- Increased cost for High Point rent for full year
- Assumes vacancies filled
- Assumes step increases
- Includes 2% salary/wage increase – Based on bargaining agmt formulas
- Healthcare increase at 3.5%
- Local district reimbursement, net of tuition billings, is estimated at \$61.9 million; LEAs are budgeting based on \$63.7 million in 2019-20

Fund Balance-Special Education (in Millions)



General Fund Revenue Sources (in Millions)



General Fund Revenue Changes

- Net increase in property taxes of 2%
- Reduced investment earnings
- State grant revenue/exp for GSRP and Adult Ed is higher than 2019-20 amended budget
- Also assumes no grant revenue carried over to 2020-21
- Federal grant revenue/exp for Head Start and Regional Assistance is higher than 2019-20 amended budget

General Fund Expenditure Changes

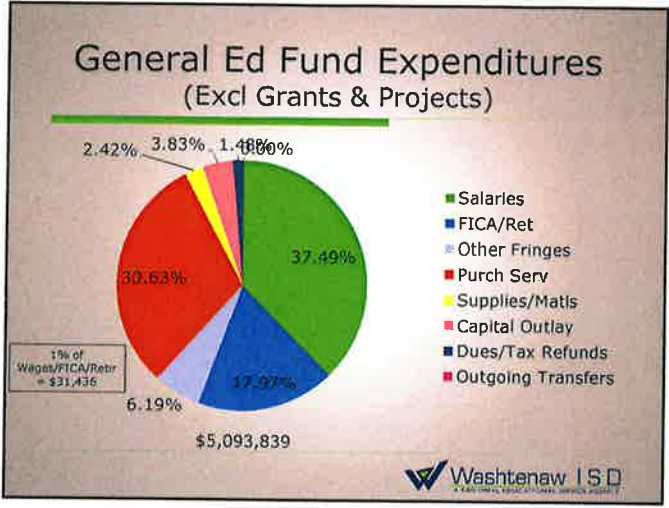
- Expenditures higher primarily due to grant increases noted on the revenue slides
- Increase in tech costs for replacement of a server and district-wide switches
- Added instructional/community service positions for Dir of Instruction, split-funded Equity Specialist, Parent Engagement Specialist/Liaison, and Trusted Parent Advisors

General Fund Expenditure Changes

- The WISD Board is analyzing an interim superintendent plan proposed by the WISD Assistant Superintendents. This would generate approx. \$200,000 in savings for 20-21 but that is not currently in the budget projection
- Assumes vacancies filled
- Assumes step increases
- Includes 2% salary/wage increase – Based on bargaining agmt formulas
- Healthcare increase at 3.5%

Fund Balance General Education (in Millions)





Category	YEAR 1 2019-20	YEAR 2 2020-21	YEAR 3 2021-22	YEAR 4 2022-23	YEAR 5 2023-24	YEAR 6 2024-25	YEAR 7 2025-26	YEAR 8 2026-27	YEAR 9 2027-28	YEAR 10 2028-29	11/19/2019 TOTAL
YPSILANTI COMMUNITY SCHOOLS											
2018 SINKING FUND MILEAGE											
TEN YEAR PLAN (SAFE, COMFORTABLE, SUPPORTED)											
BUDGET SUMMARY BY SCOPE/BUILDING/YEAR											
Building											
Roof Work											
Estabrook											\$497,096.84
West											\$825,976.72
High School											\$1,000,000.00
YCMS											\$380,000.00
George											\$210,000.00
Erickson											\$1,000,000.00
YIES											\$1,000,000.00
Holmes											\$1,000,000.00
Perry											\$1,000,000.00
Ford											\$1,000,000.00
Ford											\$1,300,000.00
Life Safety											\$1,200,000.00
District Fire Sprinkler Repairs											\$1,000,000.00
District Security Camera Upgrades											\$350,000.00
Ketterling Demolition- \$325,795											\$0.00
Thurston Demolition- \$325,795											\$0.00
Technology for Students											\$1,774,100.00
Laptops for teachers and staff											\$1,197,000.00
Student Computers											\$306,000.00
Projectors											\$0.00
Document Cameras											\$249,378.00
Classroom Audio Systems											\$0.00
Smartboards and Network Switches											\$776,225.00
Printing											\$0.00
Estabrook											\$129,000.00
Sampson Bus Yard											\$105,000.00
YIES											\$29,000.00
Erickson											\$66,000.00
Perry											\$83,000.00
YCHS											\$281,000.00
Holmes											\$85,000.00
Administration Bldg											\$13,000.00
Shadford											\$280,000.00
Ford											\$88,000.00
YCMS											\$124,000.00
West											\$133,000.00
HVAC Upgrades											\$365,000.00
Estabrook											\$365,000.00
Sampson Bus Yard											\$365,000.00
YIES											\$365,000.00
Erickson											\$1,530,000.00
Perry											\$0.00
YCHS											\$0.00
Holmes											\$0.00
Administration Bldg											\$0.00
Shadford											\$0.00
Ford											\$0.00
YCMS											\$0.00
West											\$0.00
New Boilers and AC Units											\$1,530,000.00
Environmental											\$0.00
Project/Construction Management											\$0.00
Other Qualifying District-Wide Projects											\$0.00
Available Funds:											\$743,700.00
Expense:											\$5,323,700.00
Carryover											\$14,486,173.44
											\$1,665,000.00
											\$2,306,700.00
											\$8,775,583.44
											\$10,798,378.44
											\$12,177,473.44

Actual (verified amounts)

Check with Alena on lawyers letter for sinking fund

Check to see how much is spent by June 30, 2020

Possible PC Phase 1 sinking fund lease payoff

Updated Technology numbers

Some of Technology maybe 85% reimbursable

Alternates/recommendations going to BOE in April

Ypsilanti Community School District / Honeywell Energy Project Scope of Work Matrix

Revised April 13, 2020

SCOPE OF WORK	ERICKSON	ESTABROOK	FORD	HOLMES	PERRY	EAST MIDDLE	ACCE (FOREST/GEORGE)	WEST MIDDLE	YPSI HIGH SCHOOL	WILLOW RUN	ADMIN BLDG	CHAPELLE
A. Lighting Improvements												
Exterior Photocell Repair			X	X	X		X	X			X	
Occupancy Sensors for Control of Lighting/HVAC	X	X	X	X	X	X	X	X	X	X		X
Hallways: Rewire Night Fixtures to On/Off Circuits		X	X	X		X						X
Hallways: Install Occupancy Sensors							X			X		
Retrofit T5 Fluorescent Lamps w/Direct-Wire LED											X	X
Retrofit T8 Fluorescent Lamps w/Direct-Wire LED											X	X
Install New Sockets for LED Lamps											X	X
Replace Existing Exterior HID w/New LED Fixtures											X	X
Retrofit Existing Exterior CFL w/LED Lamps											X	X
Retrofit 2x2 U-Bend T12 Troffers w/LED T8 Direct-Wire Lamps										X		
B. Building Management System												
Boiler Sequence of Operation Modifications	X	X	X	X	X	X	X	X	X	X	X	X
Occupancy Sensor Control of HVAC Systems	X	X	X	X	X	X	X	X	X	X	X	X
CO2 (Demand Control Ventilation)	X	X	X	X	X	X	X	X	X	X	X	X
Variable Speed Drive Control of Fans and/or Pumps	X	X	X	X	X	X	X	X	X	X	X	X
Retro-Commissioning	X	X	X	X	X	X	X	X	X	X	X	X
D. Water Conservation Improvements												
Water Closet Flush Valve Retrofit (1.6 to 1.28 GPF)	X	X	X	X								X
Urinal Flush Valve Replacement	X	X	X									X
Sink / LAV Faucet Aerators	X	X	X	X								X

SCOPE OF WORK	ERICKSON	ESTABROOK	FORD	HOLMES	PERRY	EAST MIDDLE	ACCE (FOREST/GEORGE)	WEST MIDDLE	YPSI HIGH SCHOOL	WILLOW RUN	ADMIN BLDG	CHAPELLE
E. Pool Improvements												
Pool Circulating Pump Variable Speed Drive										X		
Chemical Controller Replacement										X		
Control UV Lamps with Sensor									X	X		
Re-Commission Pool Setpoints									X	X		
F. Other Improvements												
PC Power Management of District Wide Computers	X	X	X	X	X	X	X	X	X	X	X	X
Beverage Machine Sensors	X	X										

YCS Cash Flow 10 Years - Capital Purchase

Ypsilanti Community Schools - Capital Purchase

Honeywell Energy Savings Performance Contracting Program

Honeywell Project Price	\$ 1,180,000
On-going M&V Price	\$ 15,000
Guaranteed Annual Energy Savings	\$ 106,339
Total Savings over 10 Years	\$ 1,072,692
Utility Rebate	\$ 9,302
Guarantee Term (Years)	3

Year	INVESTMENT		ANNUAL SAVINGS / FUNDING				Total Annual Savings
	Capital Purchase	On-Going M & V Services	Guaranteed Energy Savings	Annual Operational Savings	Utility Rebate	Total Annual Savings	
Installation Period	\$ 1,180,000	\$ -	\$ -	\$ -	\$ 9,302	\$ 9,302	\$ 9,302
1	\$ -	\$ 15,000	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
2	\$ -	\$ 15,300	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
3	\$ -	\$ 15,759	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
4	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
5	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
6	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
7	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
8	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
9	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
10	\$ -	\$ -	\$ 106,339	\$ -	\$ -	\$ 106,339	\$ 106,339
Totals	\$ 1,180,000	\$ 46,059	\$ 1,063,390	\$ -	\$ 9,302	\$ 1,072,692	\$ 1,072,692

YCS BoE Letter for PC Phase 2 Alternates



Ypsilanti Community Schools
1885 Packard Road – Ypsilanti, MI 48198
(734) 221-1190 • www.ycschools.us

Aaron Rose, Director of District Operations

To: Alena Zachery-Ross

From: Aaron Rose, Facilities Director

Date: April 13, 2020

Re: YCS Performance Contract Phase 2 Alternative Approvals

At the request of the Board of Education Subcommittee to explore cost savings opportunities for our school district, we brought a guaranteed energy performance contract that offered the district a unified energy management system and some energy savings. Our recommendation today requests the board of education to consider moving forward with Alternates during the Phase 2 Performance Contract that we referenced in our last presentation to the Board of Education. Two of the alternate projects will be replacements of non-functional mechanical systems at Holmes Elementary, Ford Elementary and YCMS. Also, a Phase 3 Performance contract that will offer a guaranteed budget reduction of \$106,339 and a one-time utility rebate of \$9,302 over 11 years. All three projects would be funded through the sinking fund.

Alternate 2 was bid to move and replace all the classroom actuators about (200) at Holmes and Ford Elementary Schools. The current installation does not allow physical access to the actuators that control the heat/cool in each classroom and has led to the inability to fix the failed mechanical components. The classrooms currently have full heat/cool or no heat/cool in each room. The actuators that control the heat are almost all non-functional. The project is also necessary to fully utilize the new energy management system that was approved in March. **Work completed summer of 2020. Bid Price: Honeywell \$560,000.**

Alternate 4 was bid to offer heating and cooling units with controls to 4 offices at YCMS to replace the 4 failed units on the roof. The current installation offers minimal radiant heat and no cool. The 2 new units will control two rooms each and offer controls to balance the heating cooling for the offices. The project is also necessary to fully utilize the new energy management system that was approved in March. **Work completed: summer of 2020. Bid Price: Honeywell \$60,000.**

Honeywell Phase 3 Performance Contract offers additional energy savings projects to Trane's project. **Work completed summer of 2021. Bid Price: \$1,180,000 with a guaranteed budget reduction of \$106,339 and a one-time utility rebate of \$9,302 over 11 year payback.**

Learning. Achieving. Succeeding



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Aaron Rose, Director of District Operations

Attached is a cashflow for all the energy projects water conservation, control retrofit, computer energy management system, boiler optimization, HVAC occupancy sensors, CO2 Sensors, retro-commissioning and variable speed drives.

The Board of Education may choose any or all of the alternates listed below.

The administrative recommendation is for the Board of Education to award Honeywell Inc. a contract award for **Alternate 2** of the YCS Performance Contract Phase 2 for the summer of 2020 in the amount of \$560,000.

The administrative recommendation is for the Board of Education to award Honeywell Inc. a contract award for **Alternate 4** of the YCS Performance Contract Phase 2 for the summer of 2020 in the amount of \$60,000.

The administrative recommendation is for the Board of Education to award Honeywell Inc a **performance contract for Phase 3** for the summer of 2021 in the amount of \$1,180,000 for a guaranteed annual savings of \$106,339 and a one-time utility rebate savings of \$9,302.

Learning. Achieving. Succeeding

YCS Phase 2 Alternate Bid Tab

YPSILANTI COMMUNITY SCHOOLS

2/24/2020

	Trane	Honeywell	Schneider
Alternate 2	\$ 599,784.00	\$ 560,000.00	\$ 707,147.00
Alternate 4	\$ 65,007.00	\$ 60,000.00	\$ 111,109.00

YCS SF TEN YEAR UPDATE PLAN

Category Building	YEAR										TOTAL	
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29		
Real Work												
Estabrook												\$497,096.84
West												\$825,976.72
High School												\$1,000,000.00
YCMS				\$380,000.00								\$380,000.00
George					\$210,000.00							\$210,000.00
Erickson						\$1,000,000.00						\$1,000,000.00
YIES												\$1,000,000.00
Holmes									\$1,000,000.00			\$1,000,000.00
Perry		\$200,000.00										\$200,000.00
Ford			\$0.00							\$1,300,000.00		\$1,300,000.00
Life Safety												\$1,200,000.00
District Fire Sprinkler Repairs	\$100,000.00											\$100,000.00
District Security Camera Upgrades	\$0.00	\$350,000.00										\$350,000.00
Kettering Demolition- \$155,000	\$0.00											\$0.00
Thurstein Demolition- \$325,795	\$0.00											\$0.00
Technology for Students												\$1,774,100.00
Laptops for teachers and staff	\$312,200.00	\$0.00		\$1,461,900.00								\$1,774,100.00
Student Computers	\$515,000.00	\$510,000.00	\$72,000.00									\$1,197,000.00
Projectors	\$0.00	\$0.00	\$306,000.00									\$306,000.00
Document Cameras	\$0.00	\$0.00	\$0.00									\$0.00
Classroom Audio Systems	\$15,378.00											\$15,378.00
Smartboards and Network Switches	\$100,000.00		\$234,000.00									\$334,000.00
Painting					\$676,225.00							\$776,225.00
Estabrook				\$129,000.00								\$129,000.00
Sampson Bus Yard				\$105,000.00								\$105,000.00
YIES				\$29,000.00								\$29,000.00
Erickson					\$66,000.00							\$66,000.00
Perry					\$83,000.00							\$83,000.00
YCHS					\$281,000.00							\$281,000.00
Holmes					\$85,000.00							\$85,000.00
Administration Bldg					\$13,000.00							\$13,000.00
Shadford					\$280,000.00							\$280,000.00
Ford					\$88,000.00							\$88,000.00
YCMS					\$124,000.00							\$124,000.00
West					\$133,000.00							\$133,000.00
HVAC Upgrades												\$365,000.00
Estabrook	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$365,000.00	\$3,650,000.00
Sampson Bus Yard												\$1,530,000.00
YIES												\$1,530,000.00
Erickson												\$1,530,000.00
Perry												\$1,530,000.00
YCHS												\$1,530,000.00
Holmes												\$1,530,000.00
Administration Bldg												\$1,530,000.00
Shadford												\$1,530,000.00
Ford												\$1,530,000.00
YCMS												\$1,530,000.00
West												\$1,530,000.00
New Boilers and AC Units												\$1,530,000.00
Environmental												\$1,530,000.00
Project/Construction Management	\$25,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$35,000.00	\$350,000.00
Other Qualifying District-Wide Projects	\$500,000.00	\$1,500,000.00	\$1,180,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$1,400,000.00	\$14,000,000.00
Available Funds	\$3,687,795.00	\$4,019,938.44	\$4,127,733.44	\$4,023,528.44	\$5,841,433.44	\$7,381,993.44	\$9,347,786.44	\$11,670,583.44	\$12,463,378.44	\$12,463,378.44	\$14,886,173.44	\$148,861,733.44
Expire	\$3,355,651.56	\$1,800,000.00	\$1,192,000.00	\$2,469,900.00	\$2,147,225.00	\$1,722,000.00	\$1,365,000.00	\$2,895,000.00	\$1,665,000.00	\$2,895,000.00	\$2,895,000.00	\$28,950,000.00
Carryover	\$332,143.44	\$439,938.44	\$935,733.44	\$2,153,628.44	\$3,694,198.44	\$5,659,993.44	\$7,982,786.44	\$8,775,583.44	\$10,798,378.44	\$12,177,473.44	\$12,177,473.44	\$121,774,733.44

Actual (verified amounts)
 Check with Alena on lawyers letter for sinking fund
 Check to see how much is spent by June 30, 2020
 Possible PC Phase 1 sinking fund/lease payoff
 Updated Technology numbers
 Some of Technology maybe 85% reimbursable
 Alternates/recommendations going to BOE in April

YCS Perry Roofing Bid Comparison w/Scope Description

Perry Elementary School

Manufacturer	Garland	Tremco	Garland
Product	White Knight Plus	AlphaGuard MTS	Liquitec
Composition	Polyurethane	Polyurethane	Polyurea
Coating	Aliphatic	Aliphatic top/base	Aliphatic
Tensile Strength	2100	1455	2300
Tear Resistance	400	242	449
Elongation	320	351	433
Low Temp Flexibility	-35F	-45F	-30F
Mils	40	96	80
Solids	83%	90%	100%
Warranty Items			
Warranty Inspection Required	5 year call by owner	Continuous - none	every 5 years call by owner
Automatic scheduled inspections	None	Years 2,5,10,15,20,25	None
Wind-uplift Protection	None	Yes	None
No Dollar Limit Protection	No	Yes	No
Limited or Full Warranty	Limited	Full	Limited
Length	5+5	30	5+5+5+5
Price			
Price for 10 year Warranty Product	Molnar \$128,375		
Price for 20 year Warranty Product			Lutz \$265,000
Price for 30 year Warranty Product		Advanced \$200,000	
Installation			
Job site Inspector	None	20 hrs a week	None
Priming	None	Yes	None

Dual course polyurethane roof rehabilitation system with base and finish course product. Seams are reinforced with 100% solid seem tape

Conduct infra-red moisture survey
Spot replace identified wet insulation
Install two-course polyester reinforced polyurethane fluid applied membrane to provide energy star surfacing
Two course polyurethane waterproofing systems with 100% polyester reinforcement throughout entire field membrane, applied to rehabilitate the existing EPDM membrane

Description

PRODUCT COMPARISON

Manufacturer	Garland	Tremco	Garland	Tremco	Viking
Product	White Knight Plus	AlphaGuard MT	LiquiTec	AlphaGuard BIO	Cool-Sil
Composition	Polyurethane	Polyurethane	Polyurea	Polyurethane	Silicone
Coating Type	Aliphatic Only	Aliphatic Only	Aliphatic Only	Aromatic & Aliphatic	Aliphatic Only
1 or 2 part	1 part	1 Part	2 Part	2 part	1 Part
Finish Color	White	White	White	White	White
Tensile Strength	2100 psi	1,435 psi	2300 psi	644 psi	247 psi
Tear Resistance	400 lbs./in.	160 lbs./in.	449 lbs./in.	294 lbs./in.	Nil
Elongation	320%	351%	433%	62%	237%
Low Temperature	-35 degrees	n/a	-60 degrees	-30 degrees	-35 degrees
System Thickness	40 mils	32 mils	80-96 mils	80-96 mils	40 mils
Solids	83%	87%	100%	100%	92%
Warranty	10+ Year	5+15 Year	20+10 Year	5+15+10	10 Year

**BID COMPARISONS: Perry & YCHS
(BoE Presentation)**

Contractor	YHS Tremco 20 Yr.	Perry Tremco 30 Yr.	YHS Garland 10 Yr.	YHS Garland 20 Yr.	Perry Garland 30 Yr.	Perry Garland 20 Yr.	Perry Garland 10 Yr.
Advanced ACON	\$490,000	\$200,000					
Shain	\$546,384	\$237,872					
CIBM	No bid	\$295,160					
Lutz							
			\$479,100	\$979,800	\$320,700	\$265,000	\$185,000
Molnar			\$388,472 \$341,125 Alt.	\$789,110	\$449,010	\$321,977	\$128,375 \$98,383 Alt.

This meeting was held via remote/electronic participation in accordance with Gov. Gretchen Whitmer's Executive Order 2020-15 (COVID-19). The Technology Department navigated Public Comments by a phone line and a Google Doc; instructions were included in the Board packet.

YPSILANTI COMMUNITY SCHOOLS

Administration Building, Professional Development Room * 1885 Packard Rd., Ypsilanti, MI 48197

MINUTES: REGULAR MEETING OF THE BOARD OF EDUCATION

Monday, March 23, 2020

The meeting was called to order by President Dr. Celeste Hawkins at 6:31 p.m. The Pledge of Allegiance was recited, led by President Hawkins.

President Hawkins stated "all meeting votes" would be called by "roll call".

MEMBERS OF THE BOARD OF EDUCATION PRESENT

President Dr. Celeste Hawkins, Vice-President Brenda Meadows, Secretary Sharon Lee, Treasurer Gillian Gainsley, Trustee Ellen Champagne, Trustee Meredith Schindler, Trustee Maria Sheeler-Edwards

MEMBERS OF THE BOARD OF EDUCATION ABSENT: None

ACHEVEMENTS, AWARDS AND RECOGNITION

Michigan Association of School Boards recently acknowledged the accomplishments of the following Board of Education members: 1) Sharon Lee, Secretary: Achieving the Advocacy Skills Specialty; 2) Brenda Meadows, Vice-President: Achieving the Award of Distinction, and; 3) Maria Sheeler-Edwards, Trustee: Achieving the Master Board Member Award. We thank these Board members for use of their valuable time to improve their leadership effectiveness by completing Board development courses.

ACCEPTANCE OF "AMENDED" AGENDA: Accepted as Amended, including amended Human Resources list (new list is "Rev 3/23/20"; see Consent Agenda below).

Motion by Schindler, supported by Lee

Roll Call Vote: 7/0 Yes

Yes: Meadows, Gainsley, Champagne, Schindler, Sheeler-Edwards, Lee, Hawkins

PRESENTATIONS

Wireless Network Equipment Bid | E-Rate: Director of Technology Nik Jackson presented information on shared information on the wireless network equipment bid, which is aligned to the Sinking Fund plan. This project is intended to replace the aging wireless infrastructure in the District and will allow for greater bandwidth and wireless coverage for our classrooms in support of teaching/learning. After conducting thorough evaluation of bids received and District needs, a recommendation was made that the purchase be awarded to Sentinel Technologies Inc. for the amount of \$322,215.35.

PUBLIC COMMENTS #1:

Liz Dale commented on the March 10, 2020 primary election held on a school day.

CONSENT AGENDA

MOTION TO approve the: 1) March 9, 2020 Regular Meeting Minutes; 2) March 9, 2020 Closed Session Meeting Minutes #1; 3) March 9, 2020 Closed Session Minutes #2; and; 4)

personnel matters as per the AMENDED attached list dated March 23, 2020: New Hire & Resignations.

Motion by Schindler, supported by Meadows

Roll Call Vote: 7/0 Yes

Yes: Gainsley, Sheeler-Edwards, Champagne, Schindler, Lee, Meadows, Hawkins

ACTION ITEMS: Student Affairs

DBA Award/MOU | YCHS Boys Track & Field: American Dairy Association of Michigan, UDIM (Chocolate Milk: Nature's Sports Drink Grant/MOU)

MOTION TO accept a \$2,000 grant award approving the MOU regarding the same from the American Dairy Association of Michigan DBA: UDIM, on behalf of Ypsilanti Community High School Boys Track & Field, for the "Chocolate Milk: Nature's Sports Drink Grant".

Motion by Lee, supported by Schindler

Roll Call Vote: 7/0 Yes

Yes: Meadows, Gainsley, Champagne, Schindler, Sheeler-Edwards, Lee, Hawkins

Topics Included: Conversation on "chocolate" milk and/or purchasing a refrigerator.

ACTION ITEMS: Business/Finance

RFP Recommendation: Wireless Network Equipment Bid | E-Rate

MOTION TO award, as presented, the conditional purchase agreement with Sentinel Technologies Inc. to purchase up to \$322,216 of wireless network equipment, contingent upon E-Rate funding.

Motion by Lee, supported by Meadows

Roll Call Vote: 7/0 Yes

Yes: Meadows, Gainsley, Champagne, Schindler, Sheeler-Edwards, Lee, Hawkins

PUBLIC COMMENTS #2:

Ryan McCarty commented on the primary election while classes were held. Michelle Shier commented on distribution and access of devices to students and support for students who may not be able to participate online.

OTHER | BOARD/SUPERINTENDENT COMMENTS

- Update: Food Distribution
- Schindler and Champagne spoke of the November election and a possibility of closing schools.
- Superintendent Alena Zachery-Ross responded to Schindler's inquiry: the March election was missed by the calendar committee; this year, we were unable to change the calendar. Typically in November there is no school.
- Schindler spoke of collective bargaining and not scheduling school on election days.
- Zachery-Ross spoke of Board approval and planning for the future. Comments on having "all eyes on" when a calendar is being planned

Meeting Adjourned: 8:09 p.m.

Minutes Prepared by: Paula Gutzman

Date Approved: _____

Sharon Lee, Secretary
Board of Education
Ypsilanti Community Schools

Name	Location	Position	New Position Replacement
New Hire			
Lindsey, Kenya	District	Food Service Sub	Replacement
Resignations			
Retiring (June 2020)			
Kreiner, Kristen	Middle School	Science	
		Prepared by Lois Nowling	
		4/27/2020	



RESOLUTION OF RECOGNITION

School Principal Day: Friday, May 1, 2020
School Lunch Hero Day: Friday, May 1, 2020
Teacher/Staff Appreciation Week: May 4 - 8, 2020
School Nurse Appreciation Week: May 6 - 12, 2020
Ypsilanti Community Schools (MI)

A meeting of the Board of Education of the District was held **virtually/electronically due to COVID-19** for the **Ypsilanti Community Schools** located in **Ypsilanti, MI 48197**, on the **4th day of May, 2020** at **6:30 p.m.**

The meeting was called to order by **Dr. Celeste Hawkins, President.**

The following Resolution was offered by Member _____ and supported by Member _____ .

WHEREAS,

1. During this unprecedented time, Ypsilanti Community Schools teachers/staff/school nurses/school lunch staff/principals continue to change the lives of children every day. Their immense work and impact moves us beyond words; and
2. With the abrupt end to the physical school year because of a world pandemic/health crisis, tirelessly, YCS teachers/staff/school nurses/school lunch staff/principals have done even more to continue education with virtual classrooms and “learning at home” lessons; all to ensure every student has the tools they need to reach their full potential; and
3. YCS teachers/staff/school nurses/school lunch staff/principals fill many roles as listeners, explorers, role models, motivators and mentors; and
4. YCS teachers/staff/school nurses/school lunch staff/principals continue to influence us long after our school days are only memories; and
5. The teachers/staff/school nurses/school lunch staff/principals of Ypsilanti Community Schools spend countless hours preparing lessons, supporting and guiding staff, preparing healthy meals, evaluating progress, counseling and coaching students and performing community service; and
6. Our school district recognizes and supports its teachers/staff/school nurses/school lunch staff/principals in educating the children of this great learning community.

NOW THEREFORE BE IT RESOLVED, that the Ypsilanti Community Schools Board of Education proclaims May 1, 2020 to be **SCHOOL PRINCIPAL DAY** and **SCHOOL LUNCH HERO DAY**, May 4-8, 2020 to be **TEACHER/STAFF APPRECIATION WEEK**, and, May 6-12, 2020 to be **SCHOOL NURSE APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Ypsilanti Community Schools Board of Education strongly encourages all members of our community to join in personally expressing appreciation to our teachers/staff/school nurses/school lunch staff/principals for their dedication and devotion to their work.

AYE: _____

NAY: _____

Resolution Declared: **Adopted** (/ , Yes)

Dr. Celeste Hawkins, President
Board of Education
Ypsilanti Community Schools

Alena Zachery-Ross
Superintendent
Ypsilanti Community Schools



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

12A

May 1, 2020

Dear Michigan Teachers,

Greetings! Teacher Appreciation Month and the specifically designated Teacher Appreciation Week of May 4-8 are opportunities to thank all teachers who currently motivate, inspire, and nurture our young people, as well as opportunities to appreciate those on whose shoulders we stand as educators: our teachers from our childhoods.

This recognition is particularly important at this moment as the current public health crisis has required our students and educators to leave classrooms and schools and transition to learning at a distance. This is a tremendous challenge for everyone as we stay home and stay safe, yet continue to teach and care for the children of Michigan. I am inspired by the creativity, flexibility, commitment and devotion that you have to our students and our profession in these extraordinary times.

We at the Michigan Department of Education and on the State Board of Education would like to express our deepest gratitude for your outstanding contributions to our students and our profession.

During this pandemic, when children were uprooted from their normal school year, it is you who provided them with some measure of stability, trust, and confidence. When our students look back on this period years from now, they will remember those of us who stood tall in their lives during this challenging period. You will be those teachers for our students.

In partnership,

A handwritten signature in cursive script that reads "Michael F. Rice".

Michael F. Rice, Ph.D.
State Superintendent of Public Instruction

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